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A Study in Teacher Supply and Demand in Indiana

By

A Committee of the Psychology and Education Section of the Indiana State Teachers Association, composed of I. OWEN FOSTER, *Chairman*, Indiana University; ROBERT K. DEVRICKS, Indiana State Teachers College; HARRY N. FITCH, Ball State Teachers College; EARL C. BOWMAN, DePauw University; GEORGE L. ROBERTS, Purdue University

Bureau of Coöperative Research, Indiana University
School of Education

HENRY LESTER SMITH, Director

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Indiana University

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A Study in Teacher Supply and Demand in Indiana

INTRODUCTION

Origin of the Study. The Chairman of the Committee that made this study was asked to read a paper before the Psychology and Education Section of the Indiana State Teachers' Association at its annual meeting in 1929. The subject discussed was "Some Phases of the Reorganization of Teacher-Training in Indiana." As a result of the discussion provoked by the paper, the president of the section, Dr. Velorus Martz, was empowered to appoint a committee to study any phase or phases of teacher-training in Indiana that it seemed advisable to study. The present committee was duly appointed and at its first meeting decided that the first problem to be attacked was a study of teacher supply and demand in Indiana.

Purposes of the Study. In dealing with the problem of teacher supply and demand in this state the following objectives have been brought before the Committee: first, to find out how many and what kinds of teaching positions exist in Indiana; second, to learn to what extent the various positions are modified annually; third, to find out to what extent the teacher-training institutions of this state meet the demands of the state; and fourth, to discover what adjustments in enrollments, guidance, etc., may be suggested by a more thoro knowledge of demand and supply.

Methods of Gathering Data. In collecting the data for this study the problem of demand was attacked by means of analyzing the state school directories for 1927-28, 1928-29, and 1929-30, by analyzing the records of those who entered the teachers' retirement fund between December 1, 1928, and December 1, 1929, and by consulting records of numbers and types of teaching positions in the office of the State Superintendent of Public Instruction. The problem of supply was attacked thru the coöperation of the recognized teacher-training institutions in Indiana. These schools were asked to fill out a form card for each student who had been recommended for a teachers' license within the period from December 1, 1928, to December 1, 1929, and also to fill out a questionnaire for students in training for teaching during the academic year 1929-30.

Other Items of Interest. Several meetings of the Committee were held at which the study was planned and activities assigned. The analysis of the state school directories was made under the direction of Mr. Devricks, Dr. Bowman, and Dr. Fitch. Mr. Devricks obtained the data from the Teachers' Retirement office and also from the other offices at the Statehouse. These were compiled and written by him as Parts III

and IV of this study. A card that had been used by Mr. Devricks was adapted by the Committee to its purposes and the questionnaire on students in training was invented to study the question of supply. The study of supply was undertaken, under the direction of the Chairman of the Committee, by the Bureau of Coöperative Research at Indiana University. The members of the Committee were granted funds by the respective schools that they represented in order to carry on the study, which study has been in all phases a purely coöperative enterprise.

PART I

THE INDIANA TEACHER SUPPLY FOR 1929-30

By

I. Owen Foster
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Indiana University

Part I. The Indiana Teacher Supply for 1929-30

Method of Study. The Committee early recognized that any attempt to study the problem of teacher supply in such a commonwealth as Indiana was fraught with many difficulties. In an attempt to ascertain the number and special training of the teachers entering the public schools of this state, the teacher-training institutions that were approved by the State Department of Public Instruction were asked to cooperate by supplying certain data concerning their graduates. A letter was sent to the presidents of each of these institutions and a reply was received from all institutions except one, stating their willingness to assist in the study. A card, whose form is reproduced below, was furnished for each student who had been graduated from the teacher-training curricula of these institutions during the period from December 1, 1928, to December 1, 1929.

Kinder. Prim.	English	Math.	Latin	French	German	Spanish	Soc. Sci. Opt. I	Soc. Sci. Opt. II	Soc. Sci. Opt. III	History	Civics	Economics	Sociology
Primary	(1) Mr., Miss, Mrs.												Biology
	(2) Occupation (1929-30)												
	(3) Where												Botany
Inter-Gram.	(4) Years taught						(5) Degrees						
	(6) One teacher school						(7) More than one teacher school						Zoology
Rural	(8) Type of school organization:												
	a. 8		-4				d. 6		-2		-4		Physics
Jr. H.S.	b. 6		-3		-3		e. 12						
	c. 6		-6				f.						Chemistry
Reg. H. S.													
Spec. H. S.	Any other	Lib. Science	Public Speak.	Geography	Art	Music	Ind. Arts	Commerce	Agri.	Home Ec.	Health	Phy. Ed.	Physiology

The coöperating schools filled out and returned these cards to the Bureau of Coöperative Research at Indiana University, where they were tabulated and where the tables contained in this part of the study were made.

Extent to Which Data Were Secured. By August 15, 1930, when this part of the study was written, cards had been received from the Arthur Jordan Conservatory, Ball State Teachers College, Butler University, Central Normal College, DePauw University, Earlham College, European School of Music, Evansville College, Fort Wayne Art School, Franklin College, Goshen College, Hanover College, Indiana Central College, Indiana State Teachers College, Indiana University, John Herron Art Institute, Manchester College, Normal College of the American Gymnastic Union, Oakland City College, Purdue University, St. Francis Normal (Lafayette), St. Francis Normal (Oldenburg), St. Mary-of-the-Woods, St. Mary's College, Teachers College of Indianapolis, and Vincennes University. Thus it is evident that some of the smaller institutions in which teacher-training is done had not submitted their reports in time to have the results incorporated in this study. However, since only about 4.25 per cent of the state's teacher output comes from these schools,[1] the relative reliability of the data presented here is not materially affected by that factor. Inasmuch as it was highly desirable that the results be placed in the hands of the student advisers of these institutions before the time for student enrollment in the fall of 1930, it was necessary for totals to be struck and for certain estimates to be made for those schools not reporting.

Making of the Estimates. Certain estimates for those schools from which reports were not received were made by determining how many students they had had who completed a certain curriculum during a similar period of time and by finding the relationship of this group to the total number of students completing the same curriculum in the state of Indiana. The data for arriving at such figures were taken from the report of the Superintendent of Public Instruction for 1928-29 as found in the *Yearbook of the State of Indiana for the Year 1929*, pages 538 ff. This percentage then was applied in its proper relationship to the data obtained from the teacher-training institutions. It is recognized that the estimates are not absolutely accurate, but it is felt that the variation is not very great. Certainly the reliability of the results is high enough to justify their use as a basis for guidance.

Kinds of Licenses for Which Graduates Were Recommended. It is interesting to note the kinds of licenses for which the graduates of the various curricula in these teacher-training institutions were recommended. These are indicated in Table I.

[1] Cf. *Yearbook of the State of Indiana for the Year 1929*, pp. 560-565.

TABLE I. TYPES OF LICENSES RECOMMENDED AND RECEIVED

Types of Licenses	Licenses Recommended by Teacher-Training Institutions		Licenses Granted by State Department of Public Instruction	
	Number	Per Cent	Number	Per Cent
Kindergarten-Primary	21	.60	30	.95
Primary	670	19.16	577	18.28
Intermediate-Grammar	831	23.76	795	25.18
Rural	364	10.41	124	3.93
Junior High School	5	.14		
Regular High School	1,215	34.74	1,259	39.88
Special High School	391	11.18	372	11.78
Total	3,497	99.99	3,157	100.00

It will be noted that in most cases the number reported as granted by the State Department did not differ vitally from that reported as recommended by the teacher-training institutions. However, whatever differences exist can be attributed to the following causes: In the first place, the data collected by the State Department cover the year period from about September 1, 1928, to September 1, 1929, whereas this study covers the year period from December 1, 1928, to December 1, 1929. Since the number of persons who qualify for licenses between September and June of one year may differ from the number who so qualified in any other year, such major differences as in the numbers qualifying for primary and rural licenses may be explained. In the second place, the method used in estimating recommendations for licenses made by institutions whose reports could not be used may have caused the data to vary slightly from the exact number. In the case of the rural licenses this variation may be considered due to the fact that estimates had to be made for over half of the persons supposed to be seeking this license. A third source of difference may lie in the possibility that minor errors in tabulation may also have affected results in either tabulation. A fourth possibility may be that the directions for the report may have been either misunderstood or not followed absolutely.

At least two important generalizations may be made. The first is that the teacher-training institutions of Indiana are recommending for licenses between 3,500 and 4,000 teachers annually. Second, the reports made by the institutions themselves in this study do not agree with the reports made by the State Department of Public Instruction. For instance, the state department does not indicate that any student received a junior high school license, whereas four institutions reported that five students had been recommended for that license. It is possible, of course, that the recommendations were made by the schools but that the licenses were not issued by the state department.

It must be noted that, in this study, no account is taken of those persons who were recommended for and who received second grade high school licenses in Indiana. According to the state report, 439 students received second grade licenses. Since a more recent regulation of the State Board of Education has abolished second grade licenses, and since subsequent reports will not show it as a license existing in Indiana, the

Committee thought that it should not be taken into consideration in collecting data for this study. It is interesting to note that approximately as many people were recommended for high school licenses as for elementary licenses and that more people actually received the right to teach in the secondary school than in the elementary school.

Number of Subjects Which the Regular High School Teacher Supply Was Prepared to Teach. It is interesting to note the number of persons who were recommended for regular high school licenses that granted them the right to teach one, two, three, four, five, or more subjects as revealed in Table II.

TABLE II. NUMBER OF SUBJECTS WHICH PERSONS QUALIFYING FOR SECONDARY LICENSES IN 1928-29 WERE PREPARED TO TEACH

Number of Subjects	Number of Persons Qualifying for Licenses	Per Cent of Persons Qualifying for Licenses
One	317	23.27
Two	694	50.95
Three	163	11.97
Four	89	6.53
Five	66	4.84
Over Five	33	2.42
Total	1,362	99.98

The total number of persons reported in Table II differs from that in Table I because one school reported data that could be used here and in subsequent tables, but not in the earlier table. Approximately one-fourth of all these students prepared to teach only one subject, only half prepared to teach two subjects, and more than three-fourths prepared to teach two subjects or less. The remainder prepared in three or more subjects. How such a large number prepared for four or more subject licenses may be partially accounted for in the choice of very closely related licenses, such as various options of science or of the social studies.

Relation of Those Recommended for Licenses to Those Teaching. Table III is a composite of the number and percentages of 2,977 persons teaching and not teaching.

TABLE III. NUMBER AND PER CENT OF LICENSED PERSONS TEACHING AND NOT TEACHING

License	Number		Per Cent	
	Teaching	Not teaching	Teaching	Not teaching
Kindergarten-Primary	20	1	.85	.16
Primary	513	130	21.82	20.73
Intermediate-Grammar	564	201	24.00	32.05
Rural	145	28	6.17	4.46
Junior High School	8		.34	
Regular High School	829	190	35.27	30.30
Special High School	271	77	11.53	12.28
Total	2,350	627	99.98	99.98

Analysis of Occupations. The natural sequel to Table III is the question, "What are these people doing who were recommended for licenses?" At least a partial answer to this question is contained in Table IV.

TABLE IV. ANALYSIS OF OCCUPATIONS OF PERSONS RECEIVING TEACHING LICENSES IN 1928-29

Occupations	Number				Per Cent			
	Men	Women		Total	Men	Women		Total
		Married	Unmarried			Married	Unmarried	
Teaching in Elementary and Secondary Schools of Indiana	550	148	1,362	2,060	80.41	54.41	77.34	72.1
Teaching in Other States	30	6	133	169	4.38	2.20	7.55	6.22
Teaching in College	7	1	10	18	1.02	.37	.57	.66
Teaching and in School	5	.....	3	8	.73	.....	.17	.29
In School	19	3	67	89	2.78	1.10	3.80	3.27
Employed at an Occupation Other Than Teaching	34	18	74	126	4.97	6.62	4.20	4.63
Unemployed	14	48	99	161	2.05	17.65	5.62	5.93
Unknown	25	48	13	86	3.65	17.65	.74	3.17
Total	684	272	1,761	2,717	100.00	100.00	99.99	96.27

Single Subject Regular High School Licenses Issued. Table V shows the number of persons who were recommended for this license in one subject or who were teaching one subject without a license. It is assumed that all teachers who are teaching without licenses have obtained permits from the State Department of Public Instruction.

TABLE V. NUMBER OF LICENSES RECOMMENDED IN ONLY ONE SUBJECT IN 1928-29

Subject	Licensed		Not Licensed
	Teaching	Not Teaching	Teaching
English	2	.....	.....
Mathematics	.....	2	.....
Latin	1	.....	.....
Social Studies, Option I	1	3	.....
Social Studies, Option II	.....	1	.....
Biology	2	.....	.....
Physical Education	11	1	.....
Home Economics	12	3	1
Commerce	51	12	.....
Industrial Arts	.....	21	1
Music	49	12	13
Art	16	3	.....
Geography	.....	1	.....
Total	145	59	15

It is interesting to note that practically all of the regular high school licenses that were issued for the teaching of a single subject were for the special fields of physical education, home economics, commerce, music,

and art. It is further interesting to note that 28 per cent of the 204 persons recommended for this license were not teaching.

Table VI reveals how many subjects the 1,362 secondary teachers were scheduled to teach after receiving their licenses.

TABLE VI. NUMBER OF TEACHERS AND NUMBER OF SUBJECT COMBINATIONS TAUGHT

Subject	Alone	Number of Subjects Combined with					Total	Per Cent
		One Subject	Two Subjects	Three Subjects	Four Subjects	Five or More Subjects		
English	2	196	60	42	18	13	331	15.64
Mathematics	2	86	35	21	15	10	169	7.99
Latin	1	63	18	16	4	2	104	4.91
French		51	15	9	3	1	79	3.73
German		3	3			1	7	.33
Spanish		10	4	2	1		17	.80
Social Studies, Option I	4	107	23	24	13	8	179	8.46
Social Studies, Option II	1	75	18	19	6	4	123	5.81
Social Studies, Option III		6	6	6	5	3	26	1.23
History			10	7	3	6	26	1.23
Civics			1	2			3	.14
Economics					1		1	.05
Sociology								
Biology	2	10	17	20	21	33	103	4.87
Botany		8	9	7	6	22	52	2.46
Zoology		1	3	4	4	22	34	1.61
Physics		11	11	14	17	19	72	3.40
Chemistry		17	11	12	14	16	70	3.31
Physiology		2	5	12	14	30	63	2.98
Physical Education	12	30	31	23	12	10	118	5.58
Health			3	7	2	3	15	.71
Home Economics	15	61	19	12	6	7	120	5.67
Agriculture		1	2	4	2	3	12	.57
Commerce	63	34	10	4	2		113	5.34
Industrial Arts	21	4	6	6	3	4	44	2.08
Music	61	12	10	4	4	3	94	4.44
Art	19		8	3	3	1	34	1.61
Geography	1		13	11	17	9	51	2.41
Public Speaking			2	1			3	.14
Library Science								
General Science		3	8	10	15	17	53	2.50
Total	204	791	361	302	211	247	2,116	100.00
Number of Different Persons	204	791	180	101	53	33	1,362	

According to Table VI only two beginning teachers taught nothing except English, 196 combined English with one other subject, 60 taught English and two other subjects, etc. Slightly over 15 per cent were teaching at least one class in English.

The table suggests that many of the high school teachers were required to teach subjects for which they were very inadequately trained. This condition implies that there is a need for teaching programs in the small high school to be better standardized or for high school teachers to prepare to teach three or more subjects.

PART II

TEACHER-TRAINING ENROLLMENTS IN INDIANA, 1929-30

By

I. Owen Foster
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Indiana University

Part II. Teacher-Training Enrollments in Indiana, 1929-30

Purpose. The Committee thought that it was important to ascertain not only the teacher supply for 1928-29 but also the supply to be expected in future years as estimated from the number of students attending Indiana teacher-training institutions in 1929-30. Therefore the aid of the coöperating institutions was sought in order to make this study a continuous one from year to year. At the same time the Committee decided to study the present enrollments in the various teacher-training institutions of Indiana. It is with this phase of the problem that Part II deals.

Method of Attack. In order to accomplish this purpose the various institutions were furnished questionnaires and directions for completing them. At the time this report was written the blanks had been returned from Ball State Teachers College, Butler University, Central Normal College, DePauw University, Earlham College, Evansville College, Franklin College, Fort Wayne Art School, Goshen College, Hanover College, Indiana Central College, Indiana State Teachers College, Indiana University, John Herron Art Institute, Manchester College, Normal College of the American Gymnastic Union, Purdue University, St. Benedict Normal, St. Francis Normal (Lafayette), St. Francis Normal (Oldenburg), St. Mary-of-the-Woods, St. Mary's College, Taylor University, Teachers College of Indianapolis, University of Notre Dame, and Vincennes University. No estimates were made for the schools not reporting because of the fact that the totals have very little meaning, particularly in the early years of the college course. They are most valid when considered relatively, but not absolutely. Since estimates would have added only a very small number of cases the assumption is accepted that the totals as herein presented are representative and therefore may be accepted only as indicative of trends. The numbers given in the tables are based upon the fall term or first semester enrollments in the various schools for the academic year 1929-30.

Elementary Teacher-Training Enrollments. The number of students enrolled in the elementary teacher-training curricula of the schools that reported is shown in Table VII.

TABLE VII. NUMBER OF ELEMENTARY TEACHER-TRAINING ENROLLMENTS

Curriculum	Freshmen	Sophomores	Juniors	Seniors	Total
Kindergarten-Primary	27	[illegible]31			58
Primary	235	243	10	2	490
Intermediate-Grammar	245	256	9	1	511
Rural	60	20			80
Four-Year Elementary			4	5	9
Total	567	550	23	8	1,148

It is interesting to note that the only kindergarten-primary teacher-training enrollments reported came from Teachers College of Indianapolis. If the number listed remains relatively constant, the total supply of this type of teacher does not seem to vary greatly from the number that graduated in 1929. The number of persons enrolled as freshmen and sophomores in the primary curriculum remains also approximately constant. Very few persons who have completed this curriculum remain to take their degrees. Likewise the intermediate-grammar grade teacher-training enrollments remain about the same in the freshman and sophomore years. These people also have a tendency not to remain in college and complete their degrees.

It is interesting to note that either no school in Indiana is specializing in the training of junior high school teachers or else no one is enrolled in such a curriculum. The rural teacher-training curriculum enrollments show three times as many freshmen as sophomores. This seems to be largely due to the fact that three institutions that list freshman enrollments do not list sophomore enrollments, indicating either a new curriculum or possibly a change of curriculum by the student at the close of his first year of training. The small number of persons enrolled in the four-year elementary teacher-training curriculum is the result of a condition that permits entrance into the elementary teaching field with less adequate preparation. Since so few are taking the full four-year course, a great field is open to those who do prepare themselves adequately for elementary school teaching.

The total indicates that the number of persons enrolled as freshmen and sophomores is about the same. However, the grand total cannot be taken as an absolute index so far as the total output for the years is concerned because it is a commonly known fact that a mortality rate exists which is more than offset by the large number of students flooding the teacher-training institutions especially during the mid-spring terms and summer sessions.

Special High School Teacher-Training Enrollments. The teacher-training regulations of Indiana provide not only for regular high school licenses but also for special high school licenses. The special high school teacher-training enrollments in the Indiana teacher-training institutions reporting for the fall term or first semester of the academic year 1929-30 are shown in Table VIII.

TABLE VIII. NUMBER OF SPECIAL HIGH SCHOOL TEACHER-TRAINING ENROLLMENTS, 1929-30

Curriculum	Freshmen	Sophomores	Juniors	Seniors	Postgraduates	Total
Agriculture	25	20	20	20	2	87
Art	32	33	21	13	1	100
Commerce	49	26	26	13	.....	114
Home Economics	121	108	82	81	4	396
Industrial Arts	20	20	6	6	.....	52
Music	143	110	88	67	3	411
Physical Education Men	155	97	67	13	.....	332
Physical Education Women	46	26	26	7	1	106
Total	591	440	336	220	11	1,598

Regular High School Teacher-Training Enrollments. Tables IX, X, and XI show the particular subject combinations chosen by the sophomores, juniors, and seniors, respectively, who are in training for the regular high school licenses.

By reading down the left hand vertical column of Table IX and locating any particular subject such as Latin, one may read along that line to the right and find the number of sophomores who have combined Latin with some other subject. For example, 13 students have combined Latin with mathematics; 6 have combined it with the social studies, Option II; and so on. The left hand vertical column ordinarily represents the first teaching choice of the student, whereas the group of subjects arranged horizontally at the top ordinarily represents the second teaching choice. Thus the total who have chosen English as a first teaching subject is 168, whereas the total who have chosen it as a second teaching subject is 178. The hundreds of combinations possible indicate the inadvisability of particular generalizations. The fact that 916 sophomores indicate their teaching fields while only 772 juniors and 788 seniors indicate theirs may be explained not so much by increased enrollments as by the insistence of many of the institutions upon definite goals for teaching from the very beginning. This is particularly true of the state teachers colleges. The fact that the total number of seniors is not a great deal larger than the total number of juniors is indicative of a growing wholesome condition, namely, that the number of persons who go to college without a vocational purpose and who decide to teach during the senior year because that course is the most lucrative cannot be very large.

Enrollment in Three Subjects for Regular High School Teacher-Training Courses. Tables XII, XIII, and XIV show the number and percentages of sophomores, juniors, and seniors, respectively, who are choosing three teaching subjects.

TABLE IX. SUBJECT COMBINATIONS FOR SOPHOMORE STUDENTS IN TRAINING ON REGULAR HIGH SCHOOL LICENSE COURSES

(ONLY FOR STUDENTS WITH TWO TEACHING SUBJECTS)

	English	Mathematics	Latin	French	German	Spanish	Social Studies Option I	Social Studies Option II	Social Studies Option III	Science Option I	Science Option II	Science Option III	Science Option IV	Botany	Zoology	Physics	Chemistry	Physiology	Geography	Library Science	Public Speaking	Art	Commercial	Home Economics	Industrial Arts	Music	Agriculture	Physical Education Men	Physical Education Women	Biology	Total
English	...	6	7	18	1	7	20	19	3	7	2	1	2	6	7	3	7	3	4	...	5	2	12	10	...	7	...	1	5	3	168
Mathematics	7	...	14	3	5	1	4	6	3	10	1	5	6	1	3	19	8	2	5	...	...	...	3	1	2	1	...	2	...	1	113
Latin	26	13	...	4	...	1	2	6	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	1	...	2	...	...	1	...	58
French	8	1	2	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	14
German	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	3
Spanish	5	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9
Social Studies, Option I	35	7	15	7	1	3	...	1	2	4	2	...	...	...	...	1	1	1	2	...	...	...	6	3	2	...	...	8	1	2	104
Social Studies, Option II	18	...	...	...	...	3	...	...	...	...	5	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	2	...	...	30
Social Studies, Option III	5	...	1	...	...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	9
Science Option I	10	15	...	2	...	...	6	...	...	...	...	...	...	...	11	13	17	12	5	...	...	...	...	...	...	...	...	3	...	...	94
Science Option II	1	...	...	...	3	...	...	1	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	8
Science Option III	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Science Option IV	...	3	...	1	1	...	...	1	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8
Botany	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Zoology	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Physics	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Chemistry	...	4	...	...	2	...	...	...	1	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	11
Physiology	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Geography	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1
Library Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Speaking	12	...	...	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15
Art	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	4	...	12	...	...	...	...	19
Commercial	18	4	...	3	...	...	5	...	...	3	1	...	...	...	1	...	1	1	...	...	4	...	...	2	1	3	...	6	2	...	55
Home Economics	16	7	1	9	2	...	11	...	...	7	2	1	1	...	...	3	...	...	1	...	3	3	...	...	...	2	...	...	6	1	76
Industrial Arts	...	3	...	...	...	...	1	...	...	2	...	...	...	...	1	...	2	2	1	...	2	1	...	...	...	...	...	10	...	...	25
Music	8	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	2	2	...	...	...	...	...	...	...	29
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	1	...	...	6
Physical Education Men	...	1	...	...	1	1	6	...	1	6	...	...	...	...	2	...	3	4	1	...	...	6	...	10	...	1	...	...	...	...	43
Physical Education Women	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	2	2	...	...	...	...	...	...	...	7
Biology	3	1	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	7
Industrial Education	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Total	178	70	43	49	16	17	58	35	12	39	15	9	9	8	28	40	42	26	18	1	5	26	42	28	16	27	1	35	16	7	916

TABLE X. SUBJECT COMBINATIONS FOR JUNIOR STUDENTS IN TRAINING ON REGULAR HIGH SCHOOL LICENSE COURSES

(ONLY FOR STUDENTS WITH TWO TEACHING SUBJECTS)

	English	Mathematics	Latin	French	German	Spanish	Social Studies Option I	Social Studies Option II	Social Studies Option III	Science Option I	Science Option II	Science Option III	Science Option IV	Botany	Zoology	Physics	Chemistry	Physiology	Geography	Library Science	Public Speaking	Art	Commercial	Home Economics	Industrial Arts	Music	Agriculture	Physical Education Men	Physical Education Women	Biology	Total
English	...	7	4	29	2	7	21	28	6	5	2	...	3	...	2	2	4	2	1	...	2	2	5	3	...	2	...	1	3	2	145
Mathematics	11	...	8	2	...	...	4	5	1	11	1	4	7	...	4	19	10	3	2	...	...	1	2	1	...	...	...	4	1	1	102
Latin	25	3	...	2	...	...	4	2	1	...	3	...	1	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	1	...	45
French	18	...	...	...	...	2	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	26
German	4	...	...	1	...	1	...	1	...	1	...	...	...	...	...	1	1	...	...	...	...	1	1	...	...	...	...	...	...	...	11
Spanish	2	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	3
Social Studies, Option I	35	8	3	4	2	4	3	...	1	3	6	...	...	...	2	2	3	1	4	...	...	...	2	2	3	...	...	3	3	5	99
Social Studies, Option II	12	1	1	2	...	...	...	...	...	...	...	...	2	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	20
Social Studies, Option III	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Science Option I	2	11	...	...	...	...	1	...	...	...	...	...	...	...	9	8	9	7	4	...	...	...	1	...	1	...	...	...	...	...	53
Science Option II	4	...	...	...	...	...	3	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	14
Science Option III	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Science Option IV	2	2	...	...	...	...	...	4	...	...	...	...	...	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	11
Botany	2	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5
Zoology	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Physics	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5
Chemistry	1	2	1	2	...	...	...	1	...	...	...	...	...	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	11
Physiology	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	3
Geography	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Library Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Speaking	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Art	2	...	...	1	...	1	...	...	...	1	...	...	...	...	1	...	...	1	1	...	...	...	1	3	...	10	...	...	...	1	5
Commercial	7	1	1	1	...	...	2	2	...	2	...	...	...	...	2	...	2	2	1	...	1	1	...	3	1	...	...	...	...	1	23
Home Economics	15	2	2	2	...	1	10	...	1	10	5	...	1	1	...	2	...	2	1	...	1	3	2	...	4	...	...	...	1	...	61
Industrial Arts	...	1	...	...	...	3	1	...	...	1	...	...	...	...	2	4	4	3	1	...	...	20	1	1	...	1	1	...	...	...	24
Music	5	1	2	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	4	...	...	...	...	...	...	36
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	1
Physical Education Men	...	1	...	...	...	...	4	...	...	...	...	...	...	...	2	1	3	1	1	...	...	...	1	...	...	...	...	...	...	...	15
Physical Education Women	3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1	1	...	...	...	...	...	8
Biology	4	1	1	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	10
Total	165	47	24	48	5	21	58	47	13	34	17	4	14	2	25	39	37	23	16	...	3	29	21	20	7	18	2	14	9	10	772

TABLE XI. SUBJECT COMBINATIONS FOR SENIOR STUDENTS IN TRAINING ON REGULAR HIGH SCHOOL LICENSE COURSES

(ONLY FOR STUDENTS WITH TWO TEACHING SUBJECTS)

	English	Mathematics	Latin	French	German	Spanish	Social Studies Option I	Social Studies Option II	Social Studies Option III	Science Option I	Science Option II	Science Option III	Science Option IV	Botany	Zoology	Physics	Chemistry	Physiology	Geography	Library Science	Public Speaking	Art	Commercial	Home Economics	Industrial Arts	Music	Agriculture	Physical Education Men	Physical Education Women	Biology	Total
English	...	6	23	21	4	5	24	14	13	2	4	...	6	2	2	...	2	1	1	...	2	...	7	7	...	1	...	...	1	6	153
Mathematics	15	...	6	2	...	1	11	4	3	7	4	6	8	...	...	12	5	2	2	...	...	...	...	...	1	...	...	...	...	...	89
Latin	32	4	...	2	...	1	2	2	...	...	...	...	...	...	...	...	...	...	1	...	...	...	3	...	...	1	...	1	1	1	51
French	11	1	1	...	...	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	20
German	2	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Spanish	5	2	...	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	11
Social Studies, Option I	42	13	6	2	2	1	2	...	3	2	2	2	...	1	2	1	1	7	...	...	...	7	1	1	...	...	5	...	...	103
Social Studies, Option II	11	2	2	1	...	...	...	...	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	22
Social Studies, Option III	2	...	1	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5
Science Option I	6	9	...	1	...	2	6	1	...	...	...	...	...	...	4	8	9	7	1	...	1	...	...	...	...	...	1	1	...	57
Science Option II	5	...	...	...	...	...	2	2	7	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	3	...	21
Science Option III	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Science Option IV	1	2	...	...	...	...	2	3	1	...	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	12
Botany	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Zoölogy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Physics	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Chemistry	1	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	7
Physiology	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1
Geography	1	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	5
Library Science	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Speaking	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Art	4	...	...	...	...	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...	...	...	...	18
Commercial	5	...	1	1	...	...	5	1	7	...	...	...	...	...	...	1	...	1	...	...	...	...	2	...	1	...	...	...	1	26
Home Economics	34	...	4	1	...	...	1	1	1	11	7	...	5	...	1	...	3	1	...	...	...	2	...	...	2	...	...	1	...	75
Industrial Arts	1	...	...	...	...	...	1	1	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	3	...	...	10
Music	9	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	14	1	...	...	...	...	...	...	...	27
Agriculture	...	...	...	...	...	...	...	...	...	14	...	...	4	...	...	...	...	...	...	...	10	...	...	...	...	...	1	...	...	29
Physical Education Men	2	2	...	...	...	...	3	4	...	1	1	...	...	...	1	1	2	1	1	...	...	...	...	...	...	...	...	...	...	19
Physical Education Women	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	3	...	...	...	...	2	10
Biology	4	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	6
Industrial Education	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
Total	196	48	44	34	7	15	67	35	36	40	20	9	26	3	10	26	24	17	16	....	2	25	24	12	5	16	....	15	7	11	790

TABLE XII. NUMBER OF SOPHOMORES CHOOSING THREE TEACHING SUBJECTS

Subjects	Number of Persons Choosing				Percentage			
	First Teaching Subject	Second Teaching Subject	Third Teaching Subject	Total	First Teaching Subject	Second Teaching Subject	Third Teaching Subject	Total
English	5	22	12	39	7.24	31.88	17.39	18.84
Mathematics	13	3	3	19	18.84	4.35	4.35	9.18
Latin	12	3	3	18	17.39	4.35	4.35	8.70
French	6	5	8	19	8.69	7.24	11.59	9.18
German	1	1	2	4	1.45	1.45	2.90	1.93
Spanish	2	1	1	4	2.90	1.45	1.45	1.93
Social Studies, Option I	2	1	2	5	2.90	1.45	2.90	2.42
Social Studies, Option II		1	3	4		1.45	4.35	1.93
Social Studies, Option III	1	2		3	1.45	2.90		1.45
History		3	4	7		4.35	5.79	3.38
Biology	3		4	7	4.35		5.79	3.38
Botany	2	1	1	4	2.90	1.45	1.45	1.93
Zoology								
Physics		6	2	8		8.69	2.90	3.86
Chemistry		5	1	6		7.24	1.45	2.90
Physiology								
Physical Education	6	2	11	19	8.69	2.90	15.94	9.18
Home Economics	11	1	1	13	15.94	1.45	1.45	6.28
Agriculture		1		1		1.45		.48
Commerce	2	1	2	5	2.90	1.45	2.90	2.42
Industrial Arts	1			1	1.45			.48
Music		3	2	5		4.35	2.90	2.42
Art	1	5	3	9	1.45	7.24	4.35	4.35
Geography		2	4	6		2.90	5.79	2.90
Public Speaking	1			1	1.45			.48
Library Science								
Any other								
Total	69	69	69	207	99.99	99.99	99.99	100.00

TABLE XIII. NUMBER OF JUNIORS CHOOSING THREE TEACHING SUBJECTS

Subject	Number of Persons Choosing				Percentage			
	First Teaching Subject	Second Teaching Subject	Third Teaching Subject	Total	First Teaching Subject	Second Teaching Subject	Third Teaching Subject	Total
English	12	23	11	46	18.46	35.38	16.92	23.59
Mathematics	10	7	5	22	15.38	10.77	7.69	11.28
Latin	10	4	1	15	15.38	6.15	1.54	7.69
French	11	13	8	32	16.92	20.00	12.31	16.41
German	1	.....	3	4	1.54	.....	4.61	2.05
Spanish	2	1	2	5	3.08	1.54	3.08	2.56
Social Studies, Option I	2	3	1	6	3.08	4.61	1.54	3.08
Social Studies, Option II	2	2	2	6	3.08	3.08	3.08	3.08
Social Studies, Option III	.....	.....	1	1	.....	.....	1.54	.51
History	3	3	8	14	4.61	4.61	12.30	7.18
Biology	1	4	7	12	1.54	6.15	10.77	6.15
Botany	.....	.....	.....	.....	.....	.....	.....	.....
Zoology	1	.....	.....	1	1.54	.....	.....	.51
Physics	1	1	2	4	1.54	1.54	3.08	2.05
Chemistry	2	1	.....	3	3.08	1.54	.....	1.54
Physiology	.....	.....	.....	.....	.....	.....	.....	.....
Physical Education	2	.....	6	8	3.08	.....	9.23	4.10
Home Economics	5	1	3	9	7.69	1.54	4.61	4.61
Agriculture	.....	.....	.....	.....	.....	.....	.....	.....
Commerce	.....	1	1	2	.....	1.54	1.54	1.02
Industrial Arts	.....	.....	.....	.....	.....	.....	.....	.....
Music	.....	1	1	2	.....	1.54	1.54	1.02
Art	.....	.....	1	1	.....	.....	1.54	.51
Geography	.....	.....	1	1	.....	.....	1.54	.51
Public Speaking	.....	.....	1	1	.....	.....	1.54	.51
Library Science	.....	.....	.....	.....	.....	.....	.....	.....
Any other	.....	.....	.....	.....	.....	.....	.....	.....
Total	65	65	65	195	100.00	99.99	100.00	99.96

TABLE XIV. NUMBER OF SENIORS CHOOSING THREE TEACHING SUBJECTS

Subject	Number of Persons Choosing				Percentage			
	First Teaching Subject	Second Teaching Subject	Third Teaching Subject	Total	First Teaching Subject	Second Teaching Subject	Third Teaching Subject	Total
English	11	24	17	52	12.79	27.90	13.76	20.15
Mathematics	22	5	8	35	25.58	5.81	9.30	13.56
Latin	12	9	3	24	13.95	10.46	3.49	9.30
French	4	10	6	20	4.65	11.63	6.98	7.75
German			4	4			4.65	1.55
Spanish	2	3	3	8	2.32	3.49	3.49	3.10
Social Studies, Option I	2	3	1	6	2.32	3.49	1.16	2.32
Social Studies, Option II	2	1	1	4	2.32	1.16	1.16	1.55
Social Studies, Option III								
History	8	7	9	24	9.30	8.14	10.46	9.30
Biology	1	7	8	16	1.16	8.14	9.30	6.20
Botany	2	1	2	5	2.32	1.16	2.32	1.94
Zoölogy		2		2		2.32		.77
Physics		4	7	11		4.65	8.14	4.26
Chemistry	4	2	1	7	4.65	2.32	1.16	2.71
Physiology		1	1	2		1.16	1.16	.77
Physical Education	1	3	6	10	1.16	3.49	6.98	3.87
Home Economics	10	1	2	13	11.63	1.16	2.32	5.04
Agriculture	2			2	2.32			.77
Commerce	1			1	1.16			.39
Industrial Arts								
Music	1		1	2	1.16		1.16	.77
Art		1	2	3		1.16	2.32	1.16
Geography		2	4	6		2.32	4.65	2.32
Public Speaking	1			1	1.16			.39
Library Science								
Any other								
Total	86	86	86	258	99.95	99.96	99.96	99.94

The tables also indicate the number and percentages with reference to whether the subject was the first, second, or third teaching subject in order of preference. It is interesting to note that in each table the total for English heads the list. Mathematics, history, some foreign language, and biology rank high in most of the years. It is impossible to indicate the various combinations of three subjects because of the many hundreds of possibilities. However, close scrutiny of the tables suggests those that rank low.

The reports showed a negligible number of persons who were obtaining licenses in as many as four teaching subjects. This situation may be due to the fact that many of the schools have set up major and minor requirements, group requirements, related subject requirements, and prerequisites to such a high degree that it is practically impossible for the student to obtain licenses in more than three subjects within the regular four-year course.

PART III

NEW TEACHERS FOR 1929-30
TYPES OF SCHOOLS IN WHICH EMPLOYED
AND
SUBJECT COMBINATIONS FOR HIGH SCHOOL TEACHERS

By

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Part III. New Teachers for 1929-30, Types of Schools in which Employed, and Subject Combinations for High School Teachers

Method of Attack. The data for this part of the study were obtained thru the coöperation of O. H. Greist, secretary of the State Teachers' Retirement Fund, Indianapolis, Indiana.

An accurate picture of the demands made of teachers in Indiana may be obtained from this study of the new teachers who began teaching in the state in the year 1929-30. This information was obtained at the office of the Indiana State Teachers' Retirement Fund. All those teaching for the first time in Indiana are accounted for in this study. All out-of-state teachers are accounted for because they are required by law to become members. All who have been members and have withdrawn are included because they are required to re-enter as members when they return to the profession. The only new teachers for 1929-30 who are not included in this study are those who taught in Indiana prior to 1921 and were returning to the profession in 1929-30. This group is not allowed to become members. This group is very small and, if included, would have no appreciable effect on the results.

There were 1,731 new teachers in the state in 1929-30, not counting those who had taught prior to 1921 and returned in 1929-30. Of these there were 159 who could not be found in the state directory and about whom no data could be obtained. A part of this number were teaching at Ball State Teachers College or at the Indiana State Teachers College. This leaves a total of 1,572 to be included in this study.

Types of Positions Held. When classified according to the kinds of work engaged in, these teachers fall under the following classifications:

TABLE XV. TYPES OF POSITIONS HELD BY NEW TEACHERS IN INDIANA, 1929-30

Kind of Position	Number of Teachers
Kindergarten	26
Primary	363
Intermediate-Grammar	202
Rural	212
Regular High School	525
Special High School	181
Special Elementary	63
Total	1,572

Number of Teachers in Schools. Table XVI shows the classification of these teachers according to the size of the grade or high schools in which they were located:

TABLE XVI. RELATION OF SIZE OF SCHOOL AS DETERMINED BY THE NUMBER OF TEACHERS EMPLOYED TO THE NUMBER OF BEGINNING TEACHERS IN EACH

Size of Schools	Number of Teachers Employed in the Various-Sized Elementary Schools	Number of Teachers Employed in the Various-Sized High Schools
1	212	.....
2	55	4
3	50	24
4	93	54
5	42	95
6	49	99
7	19	55
8	44	50
9	24	40
10	16	23
11-20	152	124
21-30	49	44
31-40	18	27
41-50	7	9
Over 50	29	65
Total	859	713
Grand Total	.....	1,572

It can be seen from Table XVI that 212 elementary school teachers were employed in one-teacher schools in 1929-30. Fifty-five elementary school teachers and four high school teachers were employed in two-teacher schools, and so on.

Types of School Organization. The high school teachers, when classified according to the types of high schools in which they were employed, show the following classification:

TABLE XVII. TYPES OF SCHOOLS AND NUMBER OF HIGH SCHOOL TEACHERS EMPLOYED

Type of Organization	Number of Teachers at Each Level
8-4	(8) 90; (4) 295
6-3-3	(6) 5; (3) 7; (3) 1
6-6	(6) 75; (6) 212
6-2-4	(6) 4; (2) 5; (4) 6
Miscellaneous Types	13
Total	713

Subject Combinations Taught by High School Teachers. The following table shows each high school subject with the number of other high school subjects with which it is taught:

TABLE XVIII. TEACHERS HANDLING THE VARIOUS HIGH SCHOOL SUBJECT COMBINATIONS

Subject	Number Who Taught One Subject Only	Number Who Taught a Subject Combined with			Total
		One Other Subject	Two Other Subjects	Three Other Subjects	
English	36	118	63	8	225
Mathematics	19	43	34	8	104
Latin	5	48	24	2	79
French	4	4	2	.....	10
German	1	.....	1	.....	2
Spanish	.....	1	.....	.....	1
Social Studies, Option I	10	10	6	.....	32
Social Studies, Option II	8	52	28	8	96
Social Studies, Option III	.....	5	.....	.....	5
Biology	1	18	31	4	54
Botany	2	1	3	2	8
Zoology	1	1	1	.....	3
Physics	.....	14	11	3	28
Chemistry	1	3	3	.....	7
Physiology	.....	.....	3	.....	3
Physical Education	25	45	53	14	137
Health	2	9	21	7	39
General Science	11	20	24	8	63
Home Economics	24	39	31	4	98
Agriculture	4	2	6	2	14
Commerce	39	29	7	1	76
Industrial Arts	24	11	6	.....	41
Music	39	59	18	.....	116
Art	23	42	16	.....	81
Geography	.....	4	8	4	16
Public Speaking	1	10	4	.....	15
Total	286	588	404	75	1,353

There were 36 teachers teaching English and no other subject, 118 teaching English and one other subject (two-subject combinations), 63 teaching English and two other subjects (three-subject combinations), and 8 teaching English and three other subjects (four-subject combinations). There were 225 teachers teaching English either alone or combined with other subjects.

It will be noted that two-subject combinations predominate. In counting the cards, two-subject combination cards are counted twice, three-subject combinations three times, and four-subject combinations four times.

Table XIX shows the data, when reduced to the number of teachers teaching the different combinations.

TABLE XIX. NUMBER OF SUBJECTS TAUGHT BY EACH NEW TEACHER

Number of Subjects	Number of Teachers	Percentage of Teachers
One	286	39
Two	294	41
Three	134	18
Four	18	2

It will be noted that the two-subject combinations predominate. Biology, physical education, health, general science, and geography are found most often in three- and four-subject combinations. Commerce is the only subject that is taught alone more often than in combination with other subjects.

The following tables are intended to give a detailed list of subjects taught, with their combinations with other subjects. It should be kept in mind that the figures do not represent the number of teachers. In the two-subject combinations each card was recorded twice, in the three-subject combinations each was recorded in six different places, and in four-subject combinations each card was recorded twelve times. It, therefore, will be necessary to take this factor into consideration in making interpretations.

Using the above method of computing the number of teachers, there were 118 teachers teaching the various English combinations. There were five combinations of English with mathematics (two-subject combinations), nine with English, mathematics, and one other (three-subject combinations), and three with English, mathematics, and two others (four-subject combinations), making a total of 17 of the 118 teachers with English combinations and 36 teaching English alone. This makes a total of 225 out of 713 high school teachers who were teaching English.

The other subjects are handled in the same manner. Option I in social studies includes all subjects in social studies; Option II includes only history; and Option III includes economics, sociology, and political science. The science combinations are increased greatly by listing the individual sciences separately.

TABLE XX. NUMBER OF TIMES ENGLISH WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
Mathematics	5	9	3	17
Latin	34	19	1	54
French	2	2	.....	4
Spanish	1	.....	.....	1
Social Studies, Option I	4	4	.....	8
Social Studies, Option II	20	12	2	34
Social Studies, Option III	1	.....	.....	1
Biology	2	7	.....	9
Botany	.....	2	.....	2
Physics	1	.....	1	2
Physiology	.....	1	.....	1
Physical Education	5	17	6	28
Health	.....	2	4	6
Home Economics	14	15	4	33
Agriculture	.....	2	.....	2
Commerce	7	4	.....	11
Music	9	12	1	22
Art	2	9	.....	11
Geography	1	2	.....	3
Public Speaking	7	3	.....	10
General Science	3	4	2	9
Total	118	126	24	268

TABLE XXI. NUMBER OF TIMES MATHEMATICS WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	5	8	3	16
Latin	6	9	2	17
German		1		1
Social Studies, Option I	2			2
Social Studies, Option II	2	2	3	7
Social Studies, Option III	1	1		2
Biology		6		6
Botany			1	1
Zoölogy		1		1
Physics	11	6		17
Chemistry	1	1		2
Physical Education	6	17	4	27
Health			3	3
Home Economics		1	1	2
Agriculture			2	2
Commerce	1	2		3
Industrial Arts		3		3
Music	1			1
Geography	1	1	2	4
General Science	6	9	3	18
Total	43	68	24	135

TABLE XXII. NUMBER OF TIMES LATIN WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	34	20	1	55
Mathematics	6	9	1	16
French		1		1
German		1		1
Social Studies, Option I		3		3
Social Studies, Option II	2	1	1	4
Biology		3		3
Physics		1		1
Physical Education	1	4	1	6
Health			1	1
Home Economics		2		2
Commerce	2	1		3
Music	3		1	4
Geography		1		1
Public Speaking		1		1
Total	48	48	6	102

TABLE XXIII. NUMBER OF TIMES FRENCH WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	2	2	.....	4
Latin	.....	1	.....	1
Social Studies, Option II	1	.....	.....	1
Commerce	.....	1	.....	1
Public Speaking	1	.....	.....	1
Total	4	4	.....	8

TABLE XXIV. NUMBER OF TIMES GERMAN WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
Mathematics	.....	1	.....	1
Latin	.....	1	.....	1
Total	.....	2	.....	2

TABLE XXV. NUMBER OF TIMES SPANISH WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	1	.....	.....	1
Total	1	.....	.....	1

TABLE XXVI. NUMBER OF TIMES SOCIAL STUDIES, OPTION I, WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
Mathematics	2	.....	.....	2
English	2	4	.....	6
Latin	.....	3	.....	3
Social Studies, Option II	.....	1	.....	1
Physical Education	5	2	.....	7
Health	.....	1	.....	1
Commerce	1	.....	.....	1
Geography	.....	1	.....	1
Total	10	12	.....	22

TABLE XXVII. NUMBER OF TIMES SOCIAL STUDIES, OPTION II, WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	20	11	2	33
Mathematics	2	1	4	7
Latin	2	.....	1	3
French	1	.....	.....	1
Social Studies, Option I	.....	1	.....	1
Biology	3	6	1	10
Physics	1	.....	.....	1
Physiology	.....	1	.....	1
Physical Education	10	15	6	31
Health	.....	6	4	10
Home Economics	1	1	.....	2
Agriculture	.....	2	1	3
Commerce	3	.....	.....	3
Industrial Arts	1	1	.....	2
Music	1	1	.....	2
Geography	1	4	2	7
Public Speaking	1	2	.....	3
General Science	3	4	3	10
Vocational Guidance	1	.....	.....	1
Total	51	56	24	131

TABLE XXVIII. NUMBER OF TIMES SOCIAL STUDIES, OPTION III, WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	1	.....	.....	1
Mathematics	1	.....	.....	1
Biology	1	.....	.....	1
Commerce	2	.....	.....	2
Total	5	.....	.....	5

TABLE XXIX. NUMBER OF TIMES BIOLOGY WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	2	7		9
Mathematics		6	1	7
Latin		3		3
Social Studies, Option II	3	6	1	10
Social Studies, Option III	1			1
Botany			1	1
Zoölogy		1		1
Physics		5	2	7
Chemistry	1	1		2
Physical Education	2	3	3	8
Health	1	7		8
Home Economics	3	8		11
Agriculture	1	2		3
Commerce	1		1	2
Industrial Arts	2	1		3
Music		1		1
Art		1		1
Geography		2	1	3
General Science	1	8	2	11
Total	18	62	12	92

TABLE XXX. NUMBER OF TIMES BOTANY WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English		2		2
Mathematics			1	1
Biology			1	1
Physics		1		1
Physical Education			1	1
Home Economics	1	1		2
Agriculture		1		1
Commerce			1	1
Industrial Arts		1		1
Geography			1	1
General Science			1	1
Total	1	6	6	13

TABLE XXXI. NUMBER OF TIMES ZOÖLOGY WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
Biology		1		1
Physics	1			1
Health		1		1
Total	1	2		3

TABLE XXXII. NUMBER OF TIMES PHYSICS WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	1		1	2
Mathematics	11	6		17
Latin		1		1
Social Studies, Option II	1			1
Biology		5	2	7
Botany		1		1
Zoölogy	1	1		2
Physical Education		3	3	6
Home Economics		1	1	2
Agriculture		1		1
General Science		3	2	5
Total	14	22	9	45

TABLE XXXIII. NUMBER OF TIMES CHEMISTRY WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
Mathematics	1	1		2
Biology	1	1		2
Physics	1			1
Physical Education		1		1
Industrial Arts		1		1
General Science		2		2
Total	3	6		9

TABLE XXXIV. NUMBER OF TIMES PHYSIOLOGY WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English		1		1
Social Studies, Option II		1		1
Physical Education		1		1
Health		1		1
Home Economics		1		1
Geography		1		1
Total		6		6

TABLE XXXV. NUMBER OF TIMES PHYSICAL EDUCATION WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	5	17	6	28
Mathematics	6	17	4	27
Latin	1	4	1	6
Social Studies, Option I	5	2	.....	7
Social Studies, Option II	10	14	5	29
Social Studies, Option III	.....	2	.....	2
Biology	2	3	2	7
Botany	.....	.....	1	1
Physics	.....	2	3	5
Chemistry	.....	1	.....	1
Physiology	.....	1	.....	1
Health	4	9	4	17
Home Economics	1	8	3	12
Agriculture	.....	1	2	3
Commerce	3	3	.....	6
Industrial Arts	4	3	.....	7
Music	1	3	1	5
Art	2	1	.....	3
Geography	.....	3	2	5
Public Speaking	.....	1	.....	1
General Science	1	11	8	20
Total	45	106	42	193

TABLE XXXVI. NUMBER OF TIMES HEALTH WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	.....	6	4	10
Mathematics	.....	.....	3	3
Social Studies, Option I	.....	1	.....	1
Social Studies, Option II	.....	6	4	10
Biology	1	7	.....	8
Zoology	.....	1	.....	1
Physics	.....	1	.....	1
Physiology	1	1	.....	2
Physical Education	4	9	4	17
Home Economics	2	7	3	12
Agriculture	.....	1	.....	1
Industrial Arts	.....	1	.....	1
Music	.....	1	.....	1
Geography	.....	.....	2	2
General Science	1	.....	1	2
Total	9	42	21	72

TABLE XXXVII. NUMBER OF TIMES GENERAL SCIENCE WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	3	4	2	9
Mathematics	6	8	3	17
Social Studies, Option II	3	4	3	10
Social Studies, Option III	1	.....	.....	1
Biology	1	8	2	11
Botany	.....	.....	1	1
Physics	.....	3	2	5
Chemistry	.....	2	.....	2
Physical Education	2	11	8	21
Health	1	.....	1	2
Home Economics	1	3	.....	4
Agriculture	1	2	2	5
Commerce	.....	1	.....	1
Industrial Arts	1	2	.....	3
Total	20	48	24	92

TABLE XXXVIII. NUMBER OF TIMES HOME ECONOMICS WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	14	15	4	33
Mathematics	.....	1	1	2
Latin	.....	2	.....	2
Social Studies, Option II	1	2	.....	3
Biology	3	8	.....	11
Botany	1	1	.....	2
Physics	.....	1	1	2
Physiology	.....	1	.....	1
Physical Education	1	8	3	12
Health	2	3	3	8
Commerce	4	1	.....	5
Music	7	6	.....	13
Art	5	9	.....	14
Geography	.....	1	.....	1
General Science	1	3	.....	4
Total	39	62	12	113

TABLE XXXIX. NUMBER OF TIMES AGRICULTURE WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	.....	2	.....	2
Mathematics	.....	.....	1	1
Social Studies, Option II	.....	2	1	3
Biology	1	2	.....	3
Botany	.....	1	.....	1
Physics	.....	1	.....	1
Physical Education	.....	1	2	3
Health	.....	1	.....	1
General Science	1	2	2	5
Total	2	12	6	20

TABLE XL. NUMBER OF TIMES COMMERCE WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	7	3	.....	10
Mathematics	1	2	.....	3
Latin	2	1	.....	3
French	.....	1	.....	1
Social Studies, Option I	1	.....	.....	1
Social Studies, Option II	3	1	.....	4
Social Studies, Option III	2	.....	.....	2
Biology	3	.....	1	4
Botany	.....	.....	1	1
Physical Education	3	3	.....	6
Home Economics	4	1	.....	5
Industrial Arts	1	.....	.....	1
Music	2	.....	.....	2
Geography	.....	.....	1	1
Public Speaking	.....	1	.....	1
General Science	.....	1	.....	1
Total	29	14	3	46

TABLE XLI. NUMBER OF TIMES INDUSTRIAL ARTS WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
Mathematics	.....	3	.....	3
Social Studies, Option II	1	1	.....	2
Biology	2	1	.....	3
Chemistry	.....	1	.....	1
Physical Education	4	3	.....	7
Health	.....	1	.....	1
Commerce	2	.....	.....	2
Geography	1	.....	.....	1
General Science	1	2	.....	3
Total	11	12	.....	23

TABLE XLII. NUMBER OF TIMES MUSIC WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	9	11	.....	20
Mathematics	1	.....	.....	1
Latin	3	.....	.....	3
Social Studies, Option II	1	.....	.....	1
Biology	.....	1	.....	1
Botany	.....	1	.....	1
Physical Education	1	3	.....	4
Health	.....	1	.....	1
Home Economics	7	6	.....	13
Commerce	4	1	.....	5
Art	33	12	.....	45
Total	59	36	.....	95

TABLE XLIII. NUMBER OF TIMES ART WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	2	9	.....	11
Biology	.....	1	.....	1
Physical Education	2	1	.....	3
Home Economics	5	9	.....	14
Music	33	12	.....	45
Total	42	32	.....	74

TABLE XLIV. NUMBER OF TIMES GEOGRAPHY WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	1	2	.....	3
Mathematics	1	1	2	4
Latin	.....	1	1	2
Social Studies, Option I	.....	1	.....	1
Social Studies, Option II	1	4	3	8
Biology	.....	2	1	3
Botany	.....	.....	1	1
Physiology	.....	1	.....	1
Physical Education	.....	3	2	5
Health	.....	.....	1	1
Home Economics	.....	1	.....	1
Commerce	.....	.....	1	1
Industrial Arts	1	.....	.....	1
Total	4	16	12	32

TABLE XLV. NUMBER OF TIMES PUBLIC SPEAKING WAS COMBINED WITH OTHER SUBJECTS AND TAUGHT BY NEW TEACHERS IN INDIANA, 1929-30

Subject	Number of Subject Combinations			Total
	Two	Three	Four	
English	7	3	.....	10
Latin	.....	1	.....	1
French	1	.....	.....	1
Social Studies, Option II	1	2	.....	3
Physical Education	.....	1	.....	1
Commerce	.....	1	.....	1
Journalism	1	.....	.....	1
Total	10	8	.....	18

Tables XX-XLV are particularly valuable to the prospective teacher. The demands for teachers from year to year are fairly constant. Students in training for teaching may refer to these tables and determine

with considerable accuracy the number of calls that will be made for teachers of the various subjects and their combinations.

It is presumed that those who are taking teacher-training courses are doing so with the expectation of teaching. This being true, they are wise if they take a major in subjects and subject combinations for which there is a demand.

Some of the pertinent facts that should be noted by teachers in training are:

The number of teachers required for the various subjects is given.

The frequency of the various combinations is stated.

Majors that cover broad fields of teaching multiply the teacher's chances for a position.

Sixty per cent of the new teachers must teach more than one subject.

Some subjects are seldom taught alone.

Sixty-two per cent of the new teachers were teaching in high schools of less than eleven teachers, eighty per cent were in schools of less than twenty-one teachers.

PART IV

HIGH SCHOOL SUBJECT COMBINATIONS AS SHOWN IN INDIANA STATE SCHOOL DIRECTORIES FOR 1927-28, 1928-29, 1929-30

By

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Part IV. High School Subject Combinations as Shown in Indiana State School Directories for 1927-28, 1928-29, 1929-30

Technique. The Indiana state school directories give the names of the high school teachers of the state and the subjects which they were teaching during the year for which the directory is issued. With the help of Dr. E. C. Bowman, Professor of Education at DePauw University, and Dr. H. N. Fitch, Head of the Department of Education at Ball State Teachers College, tabulations have been made of the subjects taught and their various combinations for the years 1927-28, 1928-29, and 1929-30. The directories are comparatively accurate and should give a true picture of the demands that are made of teachers in regard to the subjects and subject combinations that they are required to teach.

These directories are compiled by the State Department of Public Instruction each year after receiving reports from the high school principals of the state. The data for 1927-28 were gathered by one person and for 1928-29 and 1929-30 by others. This explains the slightly different techniques used. The directory for 1927-28 does not show the three- and four-subject combinations. Only the number of combinations is given.

There are a few subjects shown in the directories that are not given in this study. They were so unimportant that they have not been included. The Indiana License Law provides for subjects to be taught in groups, as will be explained below. The practices of the principal in reporting subjects were not uniform and therefore they require interpretation.

The high school subjects with their various combinations are shown herewith. Some combinations occur so seldom that it was thought unnecessary to show them in each group.[1] Many of the frequencies of one to five combinations have been combined under the heading of "Miscellaneous" (Misc.). However, practically all of these combinations that occur so infrequently may be found in some one of the groups. For example, if the English and Dean combination occurred less than five times it is usually omitted in the English group but may be found in the Dean group. Deans and Librarians are omitted in all of the academic groups but may be found in the Deans and Librarians group. As stated before, all combinations omitted in one of the groups are accounted for in the miscellaneous items of such groups.

No attempt will be made to present interpretations or draw conclusions from the data presented. Those who are interested in certain specific problems may make their own interpretations. The tables are

[1] The word "group" is used to indicate a subject with all of its combinations.

so very significant that space will not permit a thoro discussion of all the facts. An attempt will be made, however, to list criteria that may be used in studying the material presented in Tables XLVI to LXXIV.

Criteria for Interpreting Tables. 1. By a comparison of figures it will be shown how the subjects rank with respect to the number of teachers teaching such subjects.

2. The figures show whether the subjects are taught most frequently alone or in combinations of two, three, four, or five subjects.

3. A subject may be selected and, by a critical study of this subject and its combinations, one may determine the frequencies with which it occurs in combination with other subjects. This is most significant, because this information may be used in advising students as to the best combinations to use in selecting teaching majors.

4. It is very evident from the figures that some subjects are seldom taught except with three or more other subjects. Others are most often taught alone or with one other subject. This serves as a guide in advising college students concerning the number of subjects in which they should seek licenses.

5. By following the totals for a particular subject for the three years it will be shown whether or not the number of teachers teaching a subject is increasing or decreasing. It is important that we observe the trend in the emphasis given to the various subjects.

6. It is evident from a study of the tables that some subjects are taught in very few schools. College students taking a major in these subjects have a very small chance of obtaining positions. Information of this kind gives an excellent opportunity to serve college students with dependable educational guidance.

Number of Combinations. The following tabulation of subject combinations shows the number of teachers who are teaching each subject in combination with one, two, three, or four other subjects.

Art was taught alone in 1927-28 by 181 teachers in Indiana. In the same year there were 247 persons teaching art with one other subject (two-subject combinations); 102 teaching art and two other subjects (three-subject combinations); 20 teaching art and three other subjects (four-subject combinations); et cetera. The same procedure is followed for 1928-29 and 1929-30.

This information is important because it shows by comparison whether a subject is taught most often with only one or two other subjects or with three or four other subjects. It will be noted that some subjects such as commerce, home economics, industrial arts, and music are most often taught alone, and that physiology is taught most often with two other subjects. Some subjects are not often taught with more than two other subjects, while others are usually found in combinations of three and four subjects.

When computed in percentages it is found that 34 per cent of the subjects are being taught alone, 40.4 per cent are in two-subject combinations, 19.6 per cent are in three-subject combinations, 4.8 per cent are in four-subject combinations, and 1.2 per cent are in five-subject combinations.

As explained earlier, the percentages of teachers teaching these various combinations are not the same as those for the subject combinations themselves, because of duplications of subjects in the different combinations. When the percentages are figured for the number of teachers teaching the various combinations, it is found that 55 per cent of the teachers are teaching one subject, 33 per cent are teaching two subjects, 10 per cent are teaching three subjects, and about 2 per cent are teaching more than three subjects.

It should be kept in mind that the figures in the following table do not represent the number of teachers. There were approximately 8,000 high school teachers in Indiana in each of the years studied. The increase in number of teachers shown during the three years is probably accounted for by the increase in the number of junior high school and departmental teachers.

TABLE XLVI. TEACHING POSITIONS IN INDIANA ANALYZED ACCORDING TO NUMBER OF COMBINATIONS AS SHOWN IN THE INDIANA SCHOOL DIRECTORIES FOR 1927-28, 1928-29, AND 1929-30

Subject	Year	Alone	Combined with Other Subjects				Total
			One	Two	Three	Four	
Agriculture	1927-28	83	85	75	30	7	280
	1928-29	90	90	93	35	6	314
	1929-30	87	86	79	33	10	295
Art	1927-28	181	247	102	20	7	557
	1928-29	150	231	103	19	1	504
	1929-30	180	264	113	15	7	579
Bible	1927-28	.....	.....	.....	.....	.....	.....
	1928-29	.....	.....	3	.....	.....	3
	1929-30	.....	.....	4	1	.....	5
Biology	1927-28	36	150	143	40	11	380
	1928-29	51	201	184	53	6	495
	1929-30	42	161	130	50	17	400
Botany	1927-28	34	94	63	15	9	215
	1928-29	24	83	54	9	1	171
	1929-30	22	33	16	5	5	81
Chemistry	1927-28	31	56	17	3	5	112
	1928-29	25	55	31	6	.....	117
	1929-30	29	48	22	3	.....	102
Commerce	1927-28	341	99	34	6	2	482
	1928-29	361	95	29	11	1	497
	1929-30	406	119	45	8	4	562
Deans	1927-28	16	45	19	7	1	88
	1928-29	16	6	23	1	1	47
	1929-30	9	4	5	.....	.....	18
English	1927-28	662	874	220	48	15	1,819
	1928-29	673	922	315	54	9	1,973
	1929-30	687	1,055	371	64	18	2,195
French	1927-28	34	67	12	1	.....	114
	1928-29	58	51	5	1	.....	115
	1929-30	53	56	7	1	.....	117
Geography	1927-28	36	104	101	37	16	294
	1928-29	41	112	91	37	5	286
	1929-30	39	109	99	47	29	323

TABLE XLVI. TEACHING POSITIONS IN INDIANA ANALYZED ACCORDING TO NUMBER OF COMBINATIONS AS SHOWN IN THE INDIANA SCHOOL DIRECTORIES FOR 1927-28, 1928-29, AND 1929-30—Continued

Subject	Year	Alone	Combined with Other Subjects				Total
			One	Two	Three	Four	
German	1927-28	11	24	7	3	.....	45
	1928-29	9	14	4	.....	.....	27
	1929-30	7	6	3	.....	.....	16
Health	1927-28	19	6	4	3	.....	32
	1928-29	25	13	23	11	3	75
	1929-30	16	88	75	30	6	215
Home Economics	1927-28	383	294	131	22	6	836
	1928-29	358	282	157	24	4	825
	1929-30	394	298	192	34	11	929
Industrial Arts	1927-28	362	152	85	30	1	630
	1928-29	445	162	100	18	2	727
	1929-30	411	127	104	12	4	658
Latin	1927-28	199	503	130	18	4	854
	1928-29	201	423	196	31	5	856
	1929-30	176	502	188	34	9	909
Library Science	1927-28	4	.....	.....	.....	.....	4
	1928-29	15	1	2	1	.....	19
	1929-30	36	9	6	2	.....	53
Mathematics	1927-28	461	509	213	57	13	1,343
	1928-29	458	600	280	66	9	1,413
	1929-30	586	674	244	68	15	1,587
Music	1927-28	466	261	116	30	8	881
	1928-29	378	308	121	24	3	834
	1929-30	352	328	122	19	7	828
Penmanship	1927-28	20	23	7	4	1	55
	1928-29	19	11	3	1	.....	34
	1929-30	.....	.....	1	2	.....	3
Physical Education	1927-28	294	185	180	83	18	760
	1928-29	190	319	236	69	3	817
	1929-30	216	302	319	70	15	1,012
Physics	1927-28	49	202	142	35	11	439
	1928-29	45	222	163	44	5	479
	1929-30	35	150	102	32	11	330
Physiology	1927-28	5	49	63	19	14	150
	1928-29	4	37	46	13	5	105
	1929-30	.....	26	24	6	6	62
Public Speaking	1927-28	11	57	10	3	1	82
	1928-29	19	142	26	2	.....	189
	1929-30	19	57	24	2	1	103
Science	1927-28	.....	4	2	1	1	8
	1928-29	.....	15	6	1	.....	22
	1929-30	146	409	207	63	24	849
Social Studies	1927-28	537	672	266	52	13	1,540
	1928-29	519	649	326	50	7	1,551
	1929-30	596	673	330	69	20	1,688
Spanish	1927-28	31	30	6	1	.....	68
	1928-29	24	27	6	.....	.....	57
	1929-30	25	19	1	.....	.....	45
Zoölogy	1927-28	5	12	5	1	2	25
	1928-29	.....	8	4	3	.....	15
	1929-30	3	4	5	4	.....	16
Totals	1927-28	4,311	4,894	2,153	569	166	12,093
	1928-29	4,198	5,079	2,630	584	76	12,567
	1929-30	4,672	5,697	2,838	674	219	14,100

High School Subject Combinations Analyzed. In Table XLVII English includes all of its related subjects except public speaking. Social studies includes history, civics, economics, sociology, and vocational information. Biology as given in the directories might be a general course in biology or it might include botany and zoölogy. "Science" was often given in the directories instead of specific subjects in science and included all of the science subjects taught in the school. Physical education for men and women is combined. The other subjects are self-explanatory.

The English group is read as follows: There were 662 teachers teaching English alone in 1927-28, 673 in 1928-29, and 687 in 1929-30. In 1927-28 there were 81 combining English with mathematics and 40 combining English with mathematics and one other subject (three-subject combinations). The data for the 1927-28 directory do not show the four- and five-subject combinations by subjects. The following table will show how many times English was taught with three or four other subjects in 1927-28.

In 1928-29 there were 77 teachers teaching English and mathematics, 51 teaching English, mathematics, and one other subject, 19 teaching English, mathematics, and two other subjects, and six teaching English, mathematics, and three other subjects. The data for 1929-30 are read in the same manner.

It will be noted that the figures for the directory in 1927-28 are comparable to those of the other two years for the two- and three-subject combinations. The total does not include four- and five-subject combinations as is the case for the 1928-29 and 1929-30 directories.

The totals at the bottom of each group show the number of teachers teaching English in the various combinations. It should be kept in mind in making the tabulations that in the two-subject combinations, such as English and mathematics, this combination will be found again under mathematics and English. In a three-subject combination, the cards will be tabulated six times, namely, as follows: English-mathematics, English-Latin, mathematics-English, mathematics-Latin, Latin-English, and Latin-mathematics. This should be taken into account when determining the number of teachers in the state. The four-subject combinations are tabulated twelve times and the five-subject combinations twenty times.

TABLE XLVII. NUMBER OF ENGLISH COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
Mathematics	81	40	121	77	51	19	6	153	68	62	18	4	152
Latin	222	89	311	211	103	16	1	331	270	112	16	4	402
French	34	6	40	22	5	...	...	27	23	6	...	...	29
German	3	3	6	3	2	...	...	5	...	2	...	...	2
Spanish	7	1	8	6	3	...	...	9	6	1	...	...	7
Social Studies	94	95	289	184	113	16	3	316	196	127	25	8	356
Science	...	...	...	...	...	1	...	1	143	19	11	3	176
Biology	18	19	37	10	29	13	3	55	13	30	8	6	57
Botany	14	8	22	11	11	...	1	23	4	5	1	1	11
Zoölogy	...	2	2	...	...	...	...	...	...	...	...	...	...
Physics	7	2	9	4	15	8	4	31	3	11	5	1	17
Chemistry	1	...	1	...	2	...	...	2	...	1	...	...	1
Physiology	3	5	8	3	7	1	2	13	4	7	4	3	18
Geography	10	17	27	18	16	9	3	46	13	31	14	10	68
Physical Education	13	30	43	36	54	18	3	111	28	84	26	7	145
Health	...	...	...	4	2	5	...	11	5	16	14	3	38
Home Economics	36	52	188	119	75	12	3	209	134	81	19	8	242
Agriculture	2	10	12	2	5	6	3	16	2	12	4	...	18
Commerce	18	9	27	16	8	3	...	27	25	10	3	...	38
Industrial Arts	10	7	17	8	8	2	1	19	8	8	1	1	18
Music	34	23	57	56	52	15	2	125	49	50	11	6	116
Art	6	10	16	...	32	12	1	45	8	36	7	6	57
Public Speaking	44	2	46	132	21	2	...	155	45	17	1	...	63
Library Science	...	...	...	...	...	...	...	...	7	8	2	...	17
Miscellaneous	17	9	26	...	15	3	...	18	1	5	2	1	9
Total	874	439	1,313	922	629	161	36	1,748	1,055	741	192	72	2,050

*English was taught alone in 1927-28, 662 times; in 1928-29, 673 times; in 1929-30, 687 times.

TABLE XLVIII. NUMBER OF MATHEMATICS COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	81	40	121	77	51	19	6	153	68	62	18	4	152
Latin	83	46	129	80	49	15	1	145	81	54	14	2	151
French	2	2	4	5	...	1	...	6	3	1	1	...	5
German	4	3	7	3	1	...	...	4	2	2	...	...	4
Spanish	1	1	2	...	2	...	...	2	...	...	...	...	...
Social Studies	112	52	164	102	94	21	4	221	115	70	28	9	222
Science	1	...	1	4	1	...	...	5	107	82	16	5	210
Biology	19	39	58	28	47	21	3	99	15	18	13	3	49
Botany	18	11	29	14	10	3	1	28	5	4	2	...	11
Zoölogy	...	...	...	2	1	1	...	4	...	6	12	1	19
Physics	100	56	156	94	74	25	4	197	84	46	12	2	144
Chemistry	7	2	9	6	7	1	...	14	7	4	...	...	11
Physiology	8	10	18	3	11	4	3	21	2	3	...	2	7
Geography	30	22	52	18	26	19	4	67	25	22	18	10	75
Physical Education	35	60	95	60	73	32	2	167	57	95	24	4	180
Health	1	1	2	2	4	4	1	11	18	8	8	3	37
Home Economics	17	12	29	24	13	2	1	40	17	11	8	2	38
Agriculture	12	19	31	12	29	16	5	62	13	29	12	3	57
Commerce	19	9	28	18	10	3	...	31	14	17	7	2	40
Music	3	9	12	11	4	2	...	17	5	5	2	2	14
Art	...	4	4	...	1	1	...	2	4	2	1	2	9
Public Speaking	...	1	1	...	4	1	...	5	...	5	1	1	7
Industrial Arts	40	22	62	37	41	7	1	86	32	34	3	1	70
Bible	...	...	...	...	...	...	...	...	...	2	...	...	2
Miscellaneous	6	4	10	...	7	1	...	8	...	5	4	...	9
Total	599	425	1,024	600	560	199	36	1,395	674	587	204	58	1,523

*Mathematics was taught alone in 1927-28, 461 times; in 1928-29, 458 times; 1929-30, 586 times.

TABLE XLIX. NUMBER OF LATIN COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	222	89	311	211	103	16	1	331	270	112	16	4	402
Mathematics	83	46	129	80	49	15	1	145	81	54	14	2	151
French	12	7	19	7	2	....	....	9	10	1	....	....	11
German	3	1	4	....	3	....	....	3	2	2	....	....	4
Spanish	2	1	3	....	1	....	....	1	1	....	....	....	1
Social Studies	90	30	120	60	62	9	3	134	61	53	12	5	131
Science	....	....	....	....	....	....	....	....	9	12	4	....	25
Biology	2	3	5	10	18	7	3	38	4	16	6	3	29
Botany	4	8	12	2	9	....	....	11	1	2	....	1	4
Zoology	1	1	2	....	....	....	....	....	....	....	....	....	....
Physics	6	7	13	7	17	7	....	31	2	8	7	2	19
Chemistry	2	....	2	....	....	....	....	....	1	....	....	....	1
Physiology	3	1	4	....	....	....	2	2	....	2	....	1	3
Geography	2	10	12	3	9	4	1	17	4	6	9	8	27
Physical Education	14	7	21	3	29	12	....	44	4	31	11	4	50
Health	....	....	....	....	2	1	1	4	1	5	7	1	14
Home Economics	28	18	46	23	36	5	3	67	16	37	2	1	56
Agriculture	2	8	10	1	8	4	....	13	....	2	6	1	9
Commerce	8	2	10	8	6	2	1	17	15	3	1	1	20
Industrial Arts	2	4	6	2	2	1	....	5	3	3	....	1	7
Music	5	7	12	5	14	6	3	28	10	10	4	1	25
Art	1	5	6	....	11	2	....	13	2	7	2	1	12
Public Speaking	2	3	5	....	5	1	....	6	2	6	....	....	8
Miscellaneous	9	1	10	1	6	2	1	10	3	3	....	....	6
Total	503	259	762	423	392	94	20	929	502	375	101	37	1,015

*Latin was taught alone in 1927-28, 199 times; in 1928-29, 201 times; in 1929-30, 176 times.

TABLE L. NUMBER OF FRENCH COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	34	6	40	22	5	....	....	27	23	6	....	....	29
Mathematics	2	2	4	5	....	1	....	6	3	1	1	....	5
Latin	12	7	19	7	2	....	....	9	10	1	....	....	11
German	5	1	6	3	....	....	....	3	....	....	....	....	....
Spanish	7	5	12	9	....	....	....	9	9	....	....	....	9
Social Studies	2	1	3	4	1	1	....	6	5	2	1	....	8
Science	....	....	....	....	....	....	....	....	2	....	....	....	2
Miscellaneous	5	2	7	1	2	1	....	4	4	3	1	....	8
Total	67	24	91	51	10	3	....	64	56	13	3	....	72

*French was taught alone in 1927-28, 34 times; in 1928-29, 58 times; in 1929-30, 53 times.

TABLE LI. NUMBER OF GERMAN COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	3	3	6	3	2			5		2			2
Mathematics	4	3	7	3	1			4	2	2			4
Latin	3	1	4		3			3	2	2			4
French	5	1	6	3				3					
Spanish	3	1	4	3				3	1				1
Social Studies	2	2	4	1	1			2	1				1
Botany	1		1										
Physics	1	1	2										
Physiology				1				1					
Physical Education	1	1	2		1			1					
Industrial Arts	1	1	2										
Total	24	14	38	14	8			22	6	6			12

*German was taught alone in 1927-28, 11 times; in 1928-29, 9 times; in 1929-30, 7 times.

TABLE LII. NUMBER OF SPANISH COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	7	1	8	6	3			9	6	1			7
Mathematics	1	1	2		2			2					
Latin	2	1	3		1			1	1				1
French	7	5	12	9				9	9				9
German	3	1	4	3				3	1				1
Social Studies	7		7	2	1			3	1				1
Biology					1			1		1		1	2
Botany				1				1					
Physics		1	1										
Geography	2		2	1				1					
Physical Education		1	1		1			1					
Health				1				1					
Commerce	1		1	2				2	1				1
Music				2	1			3					
Art		1	1		1			1					
Total	30	12	42	27	11			38	19	2		1	22

*Spanish was taught alone in 1927-28, 31 times; in 1928-29, 24 times; in 1929-30, 25 times.

TABLE LIII. NUMBER OF SOCIAL STUDIES, OPTIONS I, II, AND III, COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations													
	1927-1928			1928-1929					1929-1930					
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	194	95	289	184	113	16	3	316	196	127	25	8	356
Mathematics	112	52	164	102	94	21	4	221	115	70	28	9	222
Latin	90	30	120	60	62	9	3	134	61	53	12	5	131
French	2	1	3	4	1	1	....	6	5	2	1	....	8
German	2	2	4	1	1	....	....	2	1	....	....	....	1
Spanish	7	....	7	2	1	....	....	3	1	....	....	....	1
Science	1	1	2	2	1	1	....	4	42	43	23	7	115
Biology	21	30	51	28	44	13	2	87	26	35	14	6	81
Botany	17	16	33	8	12	1	....	21	3	2	2	2	9
Zoölogy	1	....	1	1	....	3	....	4	1	....	....	....	1
Physics	12	31	43	18	31	8	2	59	14	20	7	4	45
Chemistry	2	1	3	1	3	....	....	4	3	4	....	....	7
Physiology	7	22	29	9	18	4	3	34	1	6	2	1	10
Geography	24	42	66	35	43	16	3	97	35	37	21	13	106
Physical Education	70	96	166	103	98	25	....	226	96	117	27	10	250
Health	....	1	1	2	5	2	2	11	6	25	14	2	47
Home Economics	23	20	43	21	20	4	1	46	11	17	4	2	34
Agriculture	13	22	35	9	32	8	3	52	9	27	12	4	52
Commerce	19	16	35	14	8	4	....	26	16	19	2	4	41
Industrial Arts	31	28	59	26	30	6	1	63	18	28	3	2	51
Music	8	11	19	9	12	5	....	26	6	10	3	1	20
Art	2	4	6	....	9	3	....	12	....	3	4	1	8
Public Speaking	8	3	11	8	7	....	....	15	5	12	1	....	18
Miscellaneous	6	8	14	2	6	....	2	10	2	2	1	....	5
Total	672	532	1,204	649	651	150	29	1,479	673	659	206	81	1,619

*Social Studies, Options I, II, and III were taught alone in 1927-28, 537 times; in 1928-29, 519 times; in 1929-30, 596 times.

TABLE LIV. NUMBER OF SCIENCE COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	....	....	....	....	....	1	....	1	143	19	11	3	176
Mathematics	1	....	1	4	1	....	....	5	107	82	16	5	210
Latin	....	....	....	....	....	....	....	....	9	12	4	....	25
French	....	....	....	....	....	....	....	....	2	....	....	....	2
Social Studies	1	1	2	2	1	1	....	4	42	43	23	7	115
Biology	....	....	....	2	....	....	....	2	9	20	26	9	64
Botany	....	....	....	....	....	....	....	....	....	4	2	6	12
Zoölogy	1	....	1	....	....	....	....	....	....	....	....	....	....
Physics	1	1	2	4	3	....	....	7	8	33	14	10	65
Chemistry	....	1	1	2	2	....	....	4	1	8	4	....	13
Physiology	....	....	....	....	....	....	....	....	....	5	3	6	14
Geography	....	....	....	....	....	....	....	....	6	22	17	24	69
Physical Education	....	....	....	....	....	....	....	....	28	68	28	7	129
Health	....	....	....	....	....	....	....	....	2	11	6	....	19
Home Economics	....	....	....	....	....	....	....	....	12	23	7	5	47
Agriculture	....	....	....	....	1	1	....	2	14	24	17	9	64
Commerce	....	....	....	....	....	....	....	....	2	4	2	2	10
Industrial Arts	....	....	....	....	1	....	....	1	24	28	8	3	63
Miscellaneous	....	1	1	1	3	1	....	5	....	7	2	....	9
Total	4	4	8	15	12	4	....	31	409	413	188	96	1,106

*Science was not taught alone in 1927-28 nor in 1928-29. Science was taught alone in 1929-30, 146 times.

TABLE LV. NUMBER OF BIOLOGY COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	18	19	37	10	29	13	3	55	13	39	8	6	57
Mathematics	19	39	58	28	47	21	3	99	15	18	13	3	49
Latin	2	3	5	10	18	7	3	38	4	16	6	3	29
French	1	...	1	1	...	...	...	1	...	...	...	...	...
Spanish	...	...	...	...	1	...	...	1	...	1	...	1	2
Social Studies	21	30	51	28	44	13	2	87	26	35	14	6	81
Science	...	...	...	2	...	...	...	2	9	20	26	9	64
Botany	13	13	26	18	17	4	...	39	8	2	1	1	12
Zoology	3	3	6	1	1	2	...	4	...	1	...	...	1
Physics	15	54	69	24	59	16	1	100	6	21	14	5	46
Chemistry	6	8	14	7	11	3	...	21	6	7	3	...	16
Physiology	3	20	23	3	15	3	2	23	1	3	3	2	9
Geography	6	16	22	6	15	14	2	37	4	10	16	11	41
Physical Education	7	19	26	10	30	26	1	67	3	29	18	6	56
Health	...	...	...	...	7	1	2	10	7	18	7	3	35
Home Economics	8	13	21	17	15	4	2	38	17	23	6	4	50
Agriculture	21	22	43	21	33	16	2	72	24	12	8	5	49
Commerce	3	3	6	3	5	3	...	11	2	2	2	...	6
Industrial Arts	4	11	15	12	14	8	...	34	15	10	5	1	31
Miscellaneous	...	12	12	...	7	5	2	14	1	2	...	2	5
Total	150	285	435	201	368	159	25	753	161	260	150	68	639

*Biology was taught alone in 1927-28, 36 times; in 1928-29, 51 times; in 1929-30, 42 times.

TABLE LVI. NUMBER OF BOTANY COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	14	8	22	11	11	...	1	23	4	5	1	1	11
Mathematics	18	11	29	14	10	3	1	28	5	4	2	...	11
Latin	4	8	12	2	9	...	...	11	1	2	...	1	4
Social Studies	17	16	33	8	12	1	...	21	3	2	2	2	9
Science	...	...	...	...	...	...	...	...	...	4	2	6	12
Biology	13	13	26	18	17	4	...	39	8	2	1	1	12
Zoology	3	...	3	2	...	...	...	2	3	...	...	...	3
Physics	3	16	19	4	12	3	1	20	...	2	1	1	4
Chemistry	3	1	4	1	2	1	...	4	3	...	...	...	3
Physiology	1	5	6	1	1	3	...	5	...	1	1	1	3
Geography	3	10	13	5	6	2	...	13	...	1	1	1	3
Physical Education	...	4	4	1	9	5	...	15	...	...	2	...	2
Home Economics	5	12	17	3	5	...	...	8	1	2	...	...	3
Agriculture	5	9	14	3	7	2	1	13	3	3	2	2	10
Commerce	1	2	3	2	2	1	...	5	...	1	...	1	2
Industrial Arts	1	6	7	4	4	1	...	9	...	...	1	1	2
Miscellaneous	3	4	7	4	1	1	...	6	2	3	...	...	5
Total	94	125	219	83	108	27	4	222	33	32	16	18	99

*Botany was taught alone in 1927-28, 34 times; in 1928-29, 24 times; in 1929-30, 22 times.

TABLE LVII. NUMBER OF ZOÖLOGY COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations													
	1927-1928			1928-1929					1929-1930					
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English		2	2										
Mathematics				2	1	1		4		6	12	1	19
Latin	1	1	2										
Social Studies	1		1	1		3		4	1				1
Science	1		1										
Biology	3	3	6	1	1	2		4		1			1
Botany	3		3	2				2	3				3
Physics					2			2		1			1
Physiology	2	2	4		1			1					
Geography				2				2					
Physical Education					1	3		4					
Health										1			1
Agriculture					1			1					
Industrial Arts	1		1		1			1					
Music		1	1										
Art		1	1										
Total	12	10	22	8	8	9		25	4	9	12	1	26

*Zoölogy was taught alone in 1927-28, 5 times; in 1929-30, 3 times. Zoölogy was not taught alone in 1928-29.

TABLE LVIII. NUMBER OF PHYSICS COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations													
	1927-1928			1928-1929					1929-1930					
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	7	2	9	4	15	8	4	31	3	11	5	1	20
Mathematics	100	56	156	94	74	25	4	197	84	46	12	2	144
Latin	6	7	13	7	17	7		31	2	8	7	2	19
Social Studies	12	31	43	18	31	8	2	59	14	20	7	4	45
Science	1	1	2	4	3			7	8	33	14	10	65
Biology	15	54	69	24	59	16	1	100	6	21	14	5	46
Botany	3	16	19	4	12	3	1	20		2	1	1	4
Chemistry	22	11	33	28	17	5		50	18	7	1		26
Physiology		17	17	1	3	4		8		2		2	4
Geography	2	13	15	6	13	12		31		8	7	5	20
Physical Education	3	26	29	4	25	17	2	48	1	12	13	2	28
Health						1	1	2	2	5	2		9
Home Economics	1	1	2	2	2	3		7		2	2		4
Agriculture	10	14	24	9	19	11	3	42	5	13	9	2	29
Commerce	1	3	4	1	2	3		6				1	1
Industrial Arts	16	22	38	15	27	6	2	50	7	11	3	1	22
Miscellaneous	3	9	12	1	6	2		9		2		7	9
Total	202	283	485	222	325	131	20	698	150	203	97	45	495

*Physics was taught alone in 1927-28, 49 times; in 1928-29, 45 times; in 1929-30, 35 times.

TABLE LIX. NUMBER OF CHEMISTRY COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	1		1		2			2		1			1
Mathematics	7	2	9	6	7	1		14	7	4			11
Latin	2		2						1				1
Social Studies	2	1	3	1	3			4	3	4			7
Science		1	1	2	2			4	1	8	4		13
Biology	6	8	14	7	11	3		21	6	7	3		16
Botany	3	1	4	1	2	1		4	3				3
Physics	22	11	33	28	17	5		50	18	7	1		26
Physiology	2		2	1				1		1			1
Geography	3	2	5	1	5			6	4	1			5
Physical Education	1	1	2	2	2	2		6	2	4	1		7
Health					1			1	1	1	1		3
Home Economics	2	1	3	3	1			4	1	3			4
Agriculture	2	2	4		1	3		4	1	1			2
Commerce		1	1	1	1	1		3					
Industrial Arts	2	2	4		3	1		4		2			2
Miscellaneous	1	1	2	2	3	1		6					
Total	56	34	90	55	61	18		134	48	44	10		102

*Chemistry was taught alone in 1927-28, 31 times; in 1928-29, 25 times; in 1929-30, 29 times.

TABLE LX. NUMBER OF PHYSIOLOGY COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	3	5	8	3	7	1	2	13	4	7	4	3	18
Mathematics	8	10	18	3	11	4	3	21	2	3		2	7
Latin	3	1	4				2	2		2		1	3
Social Studies	7	22	29	9	18	4	3	34	1	6	2	1	10
Science										5	3	6	14
Biology	3	20	23	3	15	3	2	23	1	3	3	2	9
Botany	1	5	6	1	1	3		5		1	1	1	3
Physics		17	17	1	3	4		8	2			2	4
Geography	1	9	10	2	4	7	4	17	3	5	2	4	14
Physical Education	1	14	15	2	12	9		23	2	7	1		10
Health	1		1			1		1	9	3	1		13
Home Economics	14	8	22	9	11			20	1	3	1	2	7
Agriculture		7	7	1	7	2	2	12		2			2
Industrial Arts	3	2	5	1	1			2	1				1
Miscellaneous	4	5	9	2	1	1	2	6		1			1
Total	49	125	174	37	91	39	20	187	26	48	18	24	116

*Physiology was taught alone in 1927-28, 5 times; in 1928-29, 4 times. Physiology was not taught alone in 1929-30.

TABLE LXI. NUMBER OF GEOGRAPHY COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations													
	1927-1928			1928-1929					1929-1930					
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	10	17	27	18	16	9	3	46	13	31	14	10	68
Mathematics	30	22	52	18	26	19	4	67	25	22	18	10	75
Latin	2	10	12	3	9	4	1	17	4	6	9	8	27
Social Studies	24	42	66	35	43	16	3	97	35	37	21	13	106
Science	....	....	....	....	....	....	....	....	6	22	17	24	69
Biology	6	16	22	6	15	14	2	37	4	10	16	11	41
Botany	3	10	13	5	6	2	....	13	....	1	1	1	3
Physics	2	13	15	6	13	12	....	31	....	8	7	5	20
Chemistry	3	2	5	1	5	....	....	6	4	1	....	....	5
Physiology	1	9	10	2	4	7	4	17	3	5	2	4	14
Physical Education	....	18	18	4	19	10	....	33	2	20	10	8	40
Health	....	3	3	....	3	2	....	5	....	3	5	4	12
Home Economics	2	7	9	4	2	1	1	8	3	8	6	6	23
Agriculture	3	15	18	....	11	7	2	20	1	8	8	5	22
Commerce	9	2	11	6	....	....	....	6	3	2	3	3	11
Industrial Arts	5	10	15	1	6	6	....	13	3	9	2	2	16
Public Speaking	....	....	....	....	1	....	....	1	....	....	....	....	....
Miscellaneous	4	5	9	3	3	3	....	9	3	4	1	2	10
Total	104	201	305	112	182	112	20	426	109	197	140	116	562

*Geography was taught alone in 1927-28, 36 times; in 1928-29, 41 times; in 1929-30, 39 times.

TABLE LXII. NUMBER OF PHYSICAL EDUCATION COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations													
	1927-1928			1928-1929					1929-1930					
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	13	30	43	36	54	18	3	111	28	84	26	7	145
Mathematics	35	60	95	60	74	32	2	168	57	95	24	4	180
Latin	14	7	21	3	29	12	....	44	4	31	11	4	50
Social Studies	70	96	166	103	98	25	....	226	96	117	27	10	250
Science	....	....	....	....	....	....	....	....	28	68	26	7	129
Biology	7	19	26	10	30	26	1	67	3	29	18	6	56
Botany	....	4	4	1	9	5	....	15	....	....	2	....	2
Physics	3	26	29	4	25	17	2	48	1	12	13	2	28
Chemistry	1	1	2	2	2	2	....	6	2	4	1	....	7
Physiology	1	14	15	2	12	9	....	23	2	7	1	....	10
Geography	....	18	18	4	19	10	....	33	2	20	10	8	40
Health	2	1	3	2	14	6	....	22	18	25	7	3	53
Home Economics	3	7	10	8	13	5	1	27	13	34	13	2	62
Agriculture	4	9	13	24	18	17	....	59	3	14	11	2	30
Commerce	4	5	9	9	2	6	....	17	20	14	2	1	37
Industrial Arts	23	42	65	46	47	7	1	101	7	57	4	....	68
Music	2	7	9	4	9	2	1	16	5	12	7	2	26
Art	....	4	4	....	9	2	1	12	2	11	5	2	20
Miscellaneous	3	9	12	1	7	6	....	14	1	4	2	....	7
Total	185	359	544	319	471	207	12	1,009	392	638	210	60	1,200

*Physical Education was taught alone in 1927-28, 294 times; in 1928-29, 190 times; in 1929-30, 216 times.

TABLE LXIII. NUMBER OF HEALTH COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	....	....	....	4	2	5	....	11	5	16	14	3	38
Mathematics	1	1	2	2	4	4	1	11	18	8	8	3	37
Latin	....	....	....	....	2	1	1	4	1	5	7	1	14
Social Studies	....	1	1	2	5	2	2	11	6	25	14	2	47
Science	....	....	....	....	....	....	....	....	2	11	6	....	19
Biology	....	....	....	....	7	1	2	10	7	18	7	3	35
Botany	....	....	....	....	....	....	....	....	2	1	....	....	3
Physics	....	....	....	....	....	1	1	2	2	5	2	....	9
Chemistry	....	....	....	....	1	....	....	1	1	1	1	....	3
Physiology	1	....	1	....	....	1	....	1	9	3	1	....	13
Geography	....	3	3	....	3	2	....	5	....	3	5	4	12
Physical Education	2	1	3	2	14	6	....	22	18	25	7	3	53
Home Economics	2	....	2	2	4	2	1	9	12	15	9	1	37
Agriculture	....	....	....	....	1	2	2	5	1	3	4	1	9
Industrial Arts	....	....	....	....	....	....	1	1	3	5	1	1	10
Music	....	....	....	....	....	2	1	3	....	1	2	....	3
Art	....	1	1	....	....	2	....	2	....	2	1	1	4
Public Speaking	....	....	....	....	1	1	....	2	....	2	1	1	4
Miscellaneous	....	....	....	1	1	....	....	2	1	1	....	....	2
Total	6	7	13	13	45	32	12	102	88	150	90	24	352

*Health was taught alone in 1927-28, 19 times; in 1928-29, 25 times; in 1929-30, 16 times.

TABLE LXIV. NUMBER OF HOME ECONOMICS COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	136	52	188	119	75	12	3	209	134	81	19	8	242
Mathematics	17	12	29	24	13	2	1	40	17	11	8	2	38
Latin	28	18	46	23	36	5	3	67	16	37	2	1	56
Social Studies	23	20	43	21	20	4	1	46	11	17	4	2	34
Science	....	....	....	....	....	....	....	....	12	23	7	5	47
Biology	8	13	21	17	15	4	2	38	17	23	6	4	50
Botany	5	12	17	3	5	....	....	8	1	2	....	....	3
Physics	1	1	2	2	2	3	....	7	....	2	2	....	4
Chemistry	2	1	3	3	1	....	....	4	1	3	....	....	4
Physiology	14	8	22	9	11	....	....	20	1	3	1	2	7
Geography	2	7	9	4	2	1	1	8	3	8	6	6	23
Physical Education	3	7	10	8	13	5	1	27	13	34	13	2	62
Health	2	....	2	2	4	2	1	9	12	15	9	1	37
Commerce	2	2	4	3	2	3	....	8	7	5	1	....	13
Music	13	50	63	16	55	15	3	89	25	56	11	5	97
Art	32	56	88	28	57	15	1	101	28	64	10	5	107
Miscellaneous	6	2	8	....	3	....	....	3	....	....	3	....	3
Total	294	261	555	282	314	71	17	684	298	384	102	43	827

*Home Economics was taught alone in 1927-28, 383 times; in 1928-29, 358 times; in 1929-30, 394 times.

TABLE LXV. NUMBER OF AGRICULTURE COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	2	10	12	2	5	6	3	16	2	12	4	....	18
Mathematics	12	19	31	12	29	16	5	62	13	29	12	3	57
Latin	2	8	10	1	8	4	....	13	.....	2	6	1	9
Social Studies	13	22	35	9	32	8	3	52	9	27	12	4	52
Science	....	....	.....	....	1	1	....	2	19	24	17	13	73
Biology	21	22	43	21	33	16	2	72	24	12	8	5	49
Botany	5	9	14	3	7	2	1	13	3	3	2	2	10
Physics	10	14	24	9	19	11	3	42	5	13	9	2	29
Chemistry	2	2	4	....	1	3	....	4	1	1	....	....	2
Physiology	....	7	7	1	7	2	2	12	.....	2	....	....	2
Geography	3	15	18	....	11	7	2	20	1	8	8	3	22
Physical Education	4	9	13	24	18	17	....	59	3	14	11	2	30
Health	....	....	.....	....	1	2	2	5	1	3	4	1	9
Industrial Arts	10	8	18	7	9	6	1	23	5	7	5	1	18
Miscellaneous	1	4	5	1	4	3	....	8	.....	1	2	....	3
Total	85	149	234	90	185	104	24	403	86	158	100	39	383

*Agriculture was taught alone in 1927-28, 83 times; in 1928-29, 90 times; 1929-30, 87 times.

TABLE LXVI. NUMBER OF COMMERCE COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	18	9	27	16	8	3	....	27	25	10	3	....	38
Mathematics	19	9	28	18	10	3	....	31	14	17	7	2	40
Latin	8	2	10	8	6	2	1	17	15	3	1	1	20
Social Studies	19	16	35	14	8	4	1	27	16	19	2	4	41
Science	....	....	.....	....	....	....	....	.....	2	4	2	2	10
Biology	3	3	6	3	5	3	....	11	2	2	2	....	6
Botany	1	2	3	2	2	1	....	5	.....	1	....	1	2
Physics	1	3	4	1	2	3	....	6	.....	....	....	1	1
Geography	9	2	11	6	....	....	....	6	3	2	3	3	11
Physical Education	4	5	9	9	2	6	....	17	20	14	2	1	37
Home Economics	2	2	4	3	2	3	....	8	7	5	1	....	13
Industrial Arts	3	4	7	1	6	1	....	8	3	4	1	....	8
Music	1	1	2	3	2	....	....	5	6	3	....	....	9
Miscellaneous	11	10	21	11	4	6	3	24	6	6	1	....	13
Total	99	68	167	95	57	35	5	192	119	90	25	15	249

*Commerce was taught alone in 1927-28, 341 times; in 1928-29, 361 times; in 1929-30, 406 times.

TABLE LXVII. NUMBER OF INDUSTRIAL ARTS COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	10	7	17	8	8	2	1	19	8	8	1	1	18
Mathematics	40	22	62	37	41	7	1	86	32	34	3	1	70
Latin	2	4	6	2	2	1	....	5	3	3	....	1	7
Social Studies	31	28	59	26	30	6	....	62	18	28	3	2	51
Science	....	....	....	....	1	....	....	1	24	28	8	3	63
Biology	4	11	15	12	14	8	....	34	15	10	5	1	31
Botany	1	6	7	4	4	1	....	9	....	....	1	1	2
Physics	16	22	38	15	27	6	2	50	7	11	3	1	22
Chemistry	2	2	4	....	3	1	....	4	....	2	....	....	2
Physiology	3	2	5	1	1	....	....	2	1	....	....	....	1
Geography	5	10	15	1	6	6	....	13	3	9	2	2	16
Physical Education	23	42	65	46	47	7	1	101	7	57	4	....	68
Agriculture	10	8	18	7	9	6	1	23	5	7	5	1	18
Commerce	3	4	7	1	6	1	....	8	3	4	1	....	8
Miscellaneous	2	2	4	2	1	1	1	5	1	6	1	1	9
Total	152	170	322	162	200	53	7	422	127	207	37	15	386

*Industrial Arts was taught alone in 1927-28, 362 times; in 1928-29, 445 times; in 1929-30, 411 times.

TABLE LXVIII. NUMBER OF MUSIC COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	34	23	57	56	52	15	2	125	49	50	11	6	116
Mathematics	3	9	12	11	4	2	....	17	5	5	2	2	14
Latin	5	7	12	5	14	6	3	28	10	10	4	1	25
Social Studies	8	11	19	9	12	5	....	26	6	10	3	1	20
Science	....	....	....	....	....	....	....	....	....	2	....	....	2
Biology	....	5	5	....	4	3	2	9	1	1	....	1	3
Zoology	....	1	1	....	....	....	....	....	....	....	....	....	....
Physical Education	2	7	9	4	9	2	1	16	5	12	7	2	26
Home Economics	13	50	63	16	55	15	3	89	25	56	11	5	97
Commerce	1	1	2	3	2	....	....	5	6	3	....	....	9
Art	193	108	301	198	79	16	1	294	218	89	13	7	327
Miscellaneous	2	9	11	6	10	7	1	24	3	6	5	2	16
Total	261	231	492	308	241	71	13	633	328	244	56	27	655

*Music was taught alone in 1927-28, 466 times; in 1928-29, 378 times; in 1929-30, 352 times.

TABLE LXIX. NUMBER OF ART COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	6	10	16	....	32	12	1	45	8	36	7	6	57
Mathematics	....	4	4	....	1	1	....	2	4	2	1	2	9
Latin	1	5	6	....	11	2	....	13	2	7	2	1	12
Social Studies	2	4	6	....	9	3	....	12	.....	3	4	1	8
Science	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2	....	6
Geography	1	2	3	....	2	1	....	3	1	2	....	1	4
Physical Education	....	4	4	....	9	2	1	12	2	11	5	2	20
Health	....	1	1	....	....	2	....	2	....	2	1	1	4
Home Economics	32	56	88	28	57	15	1	101	28	64	10	5	107
Music	193	108	301	198	79	16	1	294	218	89	13	7	327
Miscellaneous	12	9	21	5	5	2	....	12	1	5	1	2	9
Total	247	203	450	231	205	56	4	496	264	225	46	28	563

*Art was taught alone in 1927-28, 181 times; in 1928-29, 150 times; in 1929-30, 180 times.

TABLE LXX. NUMBER OF PUBLIC SPEAKING COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	44	2	46	132	21	2	....	155	45	17	1	....	63
Mathematics	....	1	1	....	4	1	....	5	.....	5	1	1	7
Latin	2	3	5	....	5	1	....	6	2	6	....	....	8
Social Studies	8	3	11	8	7	.....	.....	15	5	12	1	....	18
Biology	....	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Physics	.....	.....	.....	.....	2	.....	.....	2	.....	.....	.....	.....	.....
Physical Education	....	1	1	1	2	1	....	4	1	3	.....	.....	4
Health	.....	.....	.....	.....	1	1	....	2	.....	2	1	1	4
Music	1	4	5	....	3	.....	.....	3	1	....	1	....	2
Miscellaneous	2	3	5	1	7	.....	.....	8	3	2	2	....	7
Total	57	20	77	142	52	6	....	200	57	47	7	2	113

*Public Speaking was taught alone in 1927-28, 11 times; in 1928-29, 19 times; in 1929-30, 19 times.

TABLE LXXI. NUMBER OF LIBRARY SCIENCE COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	.....	.....	.....	.....	.....	.....	.....	.....	7	8	2	....	17
Mathematics	.....	.....	.....	.....	.....	1	....	1	.....	2	1	....	3
Latin	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	....	4
French	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1
Social Studies	.....	.....	.....	1	.....	.....	.....	1	.....	.....	1	....	1
Science	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....
Biology	.....	.....	.....	.....	1	1	....	2	.....	.....	.....	.....	.....
Botany	.....	.....	.....	.....	.....	1	....	1	.....	.....	.....	.....	.....
Home Economics	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
Agriculture	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....
Commerce	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1
Total	.....	.....	.....	1	3	3	....	7	9	12	7	....	28

*Library Science was taught alone in 1927-28, 4 times; in 1928-29, 15 times; 1929-30, 36 times.

TABLE LXXII. NUMBER OF DEANSHIPS AND SUBJECT COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	15	4	19	....	13	1	....	14	1	3	....	....	4
Mathematics	6	3	9	....	7	....	....	7	....	3	....	....	3
Latin	9	1	10	1	5	1	1	8	1	1	....	....	2
French	1	....	1	....	1	....	....	1	....	....	....	....	....
Social Studies	5	5	10	1	4	....	1	6	....	....	....	....	....
Science	....	....	....	1	....	....	....	1	....	1	....	....	1
Biology	....	3	3	....	3	....	....	3	....	....	....	....	....
Botany	....	1	1	1	....	....	....	1	....	....	....	....	....
Physics	1	2	3	....	1	....	....	1	....	....	....	....	....
Chemistry	1	1	2	2	2	....	....	4	....	....	....	....	....
Physiology	....	1	1	....	....	....	....	....	....	....	....	....	....
Geography	....	2	2	....	....	....	....	....	....	....	....	....	....
Physical Education	2	5	7	....	2	1	....	3	....	1	....	....	1
Home Economics	5	1	6	....	1	....	....	1	....	....	....	....	....
Agriculture	....	1	1	....	1	....	....	1	....	....	....	....	....
Commerce	....	4	4	....	....	....	1	1	1	....	....	....	1
Industrial Arts	....	1	1	....	....	....	....	....	....	....	....	....	....
Music	....	....	....	....	1	....	....	1	....	....	....	....	....
Art	....	1	1	....	1	....	....	1	1	....	....	....	1
Public Speaking	....	....	....	....	4	....	....	4	....	....	....	....	....
Penmanship	....	1	1	....	....	....	....	....	....	....	....	....	....
Total	45	37	82	6	46	3	3	58	4	9	....	....	13

*Deanships were held alone in 1927-28, 16 times; in 1928-29, 16 times; in 1929-30, 9 times.

TABLE LXXIII. NUMBER OF PENMANSHIP COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English	2	5	7	....	1	2	....	3	.....	1	1	....	2
Mathematics	....	1	1	....	....	....	....	....	.....	....	3	....	3
Latin	....	....	....	....	1	1	....	2	.....	....	....	....	....
Social Studies	1	3	4	....	1	....	....	1	.....	1	....	....	1
Commerce	9	....	9	7	....	....	....	7	.....	....	....	....	....
Art	10	1	11	4	1	....	....	5	.....	....	....	....	....
Miscellaneous	1	3	4	....	1	....	....	1	.....	....	2	....	2
Total	23	13	36	11	5	3	....	19	.....	2	6	....	8

*Penmanship was taught alone in 1927-28, 20 times; in 1928-29, 19 times. Penmanship was not taught alone in 1929-30.

TABLE LXXIV. NUMBER OF BIBLE COMBINATIONS TAUGHT IN INDIANA HIGH SCHOOLS, 1927-30*

Subject	Number of Subject Combinations												
	1927-1928			1928-1929					1929-1930				
	2	3	Total	2	3	4	5	Total	2	3	4	5	Total
English					1			1		1	1	1	3
Mathematics										2			2
Latin										1	1		2
Social Studies					1			1		2			2
Geography											1		1
Health					1			1					
Home Economics					1			1					
Public Speaking					1			1		1			1
Total					5			5		7	3	1	11

*Bible was not taught alone in 1927-28; nor in 1928-29; nor in 1929-30.

Three-, Four-, and Five-Subject Combinations Taught in Indiana. There has been considerable discussion concerning the desirability of teachers holding licenses in more than two-subject groups. Students often ask for advice about the choice of a third major. Such advice is hard to give since, with 28 subjects, there are 3,276 possible combinations of three subjects. With so many combinations the chances would be small that any one group of three subjects with a specific subject as major and the other two as minors would be taught in the schools.

This list of three-subject combinations includes only those that occurred more than five times. Those occurring five times or less are not significant.

TABLE LXXV. NUMBER OF TEACHERS TEACHING THREE-SUBJECT COMBINATIONS

Subject Combinations	Number of Teachers
Latin, Biology, English	8
Latin, Mathematics, Physics	6
Latin, Mathematics, Physical Education	8
Latin, English, Social Studies	20
Latin, English, Home Economics	21
Latin, English, Mathematics	20
Latin, Mathematics, Social Studies	7
Latin, Social Studies, Physical Education	6
Latin, English, Physical Education	14
English, Physical Education, Social Studies	8
English, Social Studies, Physical Education	24
English, Social Studies, Geography	14
English, Social Studies, Mathematics	12
English, Social Studies, Science	7
English, Social Studies, Music	7
English, Social Studies, Public Speaking	6
English, Social Studies, Biology	7
English, Music, Art	22
English, Art, Home Economics	10
English, Social Studies, Home Economics	8
English, Home Economics, Physical Education	21
Mathematics, Social Studies, Agriculture	6
Mathematics, Agriculture, Physics	7
Mathematics, Science, Agriculture	6
Mathematics, Social Studies, Physics	7
Mathematics, Science, Physical Education	27
Mathematics, Industrial Arts, Physical Education	12
Mathematics, Social Studies, Physical Education	14
Mathematics, Physics, Physical Education	6
Social Studies, Science, Physical Education	8
Social Studies, Industrial Arts, Physical Education	14
Social Studies, Health, Physical Education	8
Social Studies, Biology, Physical Education	9
Social Studies, Geography, Physical Education	8
Physical Education, Music, Art	8

In 1929-30 about 800, or 10 per cent, of the teachers of the state were teaching three subjects; about 100 were teaching four subjects; and only 50 were teaching five subjects. A list of the three-subject combinations with their frequencies of occurrence is given above. No list of the four- and five-subject combinations is given because in only three cases did the same four subjects occur more than once. The same subjects in a five-subject combination seldom occurred more than once. The reason for this is that there are 20,475 possible four-subject combinations with a list of twenty-eight subjects. With 28 subjects, 98,280 different five-subject combinations might occur. It will be seen that it is useless to predict the subject demands for more than three subjects.

PART V

SUMMARY AND CONCLUSIONS

By

The Committee

Part V. Summary and Conclusions

Summary. The chief value of the data presented in this study is the use that may be made of it in the guidance of students enrolled in the teacher-training institutions of Indiana. The surplus of teachers is indisputably shown and analyzed with respect to kinds of positions. Even more, statistics are presented showing the relative distribution of the future supply. While it is freely admitted that the totals of the students now in attendance at teacher-training institutions in this state may change considerably before licenses are issued, the relative distribution within the fields of preparation is thought to be significant.

Relative data for all fields are brought together in Table LXXVI.

An analysis of Table LXXVI shows that teachers in the elementary field have a tendency to complete only the minimum requirement of two years of training and to stop at that point. It seems that these teachers will not prepare themselves more adequately unless the state requires them to do so. The number of students reported in training is relatively small. However, this does not prove that the undersupply in the future will be as great as the figures indicate. The number of students in training is materially increased by the number who are in training during the summer terms. On the other hand, the enrollments for the high school licenses indicate not that the present oversupply will remain constant but that that oversupply probably will be materially increased within the next three or four years. This is true even tho one makes adequate reductions for those who, after beginning any curriculum, are not able to complete it.

Table LXXVII presents data for the high school situation according to subjects.

It will be noted that the first column in Table LXXVII includes data on the one-subject and the two-subject teaching combinations for the state of Indiana. The second column indicates how many such positions there were in the state for each of the three years studied. For example, there were, in 1929-30, 687 teachers teaching English alone and 68 teachers teaching English and mathematics alone. The second column indicates that, of these 687 English teachers, 36 were new teachers in Indiana for that year; and the third column shows that in that year there was a turnover of 5.24 per cent of teachers of English alone. The fifth column indicates that there were 335 persons prepared to fill the 36 vacancies. This number is immensely large, due to the fact that anyone licensed in English and any other subject is legally qualified for an English position. Thus, according to the sixth column in Table LXXVII, the seniors available were 988.8 per cent of the vacancies filled. There were 292 juniors and 326 sophomores preparing in English, which, when added to the number of persons completing their work during summer sessions, indicates that the future supply will continue to be very high. The remainder of the combinations may likewise be interpreted.

TABLE LXXVI. RÉSUMÉ OF DISTRIBUTION OF SUPPLY AND DEMAND AT VARIOUS LEVELS

Kind of License	Positions in State	Vacancies Filled		Available Teachers		Students in Training							
						Seniors†		Juniors		Sophomores		Freshmen	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Kindergarten-Primary	263	26	9.89	21	80.76					31	119.23	27	103.85
Primary	5,774	363	6.29	670	184.57	2	.551	10	2.755	243	66.94	235	64.74
Intermediate-Grammar	5,820	202	3.47	831	411.4	1	.495	9	.446	256	126.7	245	121.3
Rural	2,051	212	1.03	364	171.70					20	9.43	60	28.30
Junior High School	909			5									
Special High School	562*	181	32.2	391*	216.02	231	127.62	336	185.64	440	211.01	591	326.51
Regular High School	5,985	525	8.77	1,215	231.43	788	150.09	772	147.04	916	174.48	1,060§	201.90
Special Elementary	‖	63		‖		5‖‡	7.94	4‖‡	6.35	‖		‖	
Total	20,454	1,572¶	7.69	3,497	224.46	1,027	65.3	1,131	71.9	1,906	121.25	2,218	141.09

*—Includes those in special elementary group.
†—Includes postgraduates who are candidates for licenses.
‡—Four-year elementary teacher-training student only.
§—Estimated on basis of other enrollments.
‖—Included in the special high school group.
¶—Does not include 159 vacancies for which data were not available.

TABLE LXXVII. RÉSUMÉ OF DATA ON SUPPLY AND DEMAND

Subject and Subject Combinations	Positions in State in which One- and Two-subject Combinations are Available	Vacancies Filled 1929-30	Per Cent Vacancies Filled Are of Positions in State	Seniors Available for Vacancies	Per Cent Available Seniors Are of Vacancies Filled	Juniors Preparing for These Positions	Per Cent Juniors Choices Are of Vacancies Filled	Sophomores Preparing for These Positions	Per Cent Sophomores Choices Are of Vacancies Filled
English	687	36	5.24	335	988.8	292	866.0	326	963.1
English and Mathematics	68	5	7.35	21	420.0	18	360.0	13	260.0
English and Latin	270	25	9.26	54	216.0	29	116.0	33	132.0
English and French	23	12	52.2	32	266.6	47	391.6	26	216.6
English and Spanish	6	1	16.7	10	1,000.0	9	900.0	12	1,200.0
English and Social Studies	196	35	.....	104	297.1	103	294.2	100	285.7
English and Biology	13	4	30.8	10	250.0	6	150.0	6	150.0
English and Botany	4	1	25.0	2	200.0	2	200.0	7	700.0
English and Physical Education	28	2	7.14	4	200.0	7	350.0	7	350.0
English and Home Economics	134	8	5.97	41	512.5	18	225.0	26	325.0
English and Commercial	25	10	40.0	12	120.0	12	120.0	30	300.0
English and Industrial Arts	8	.....	.....	1	.....	.....	.....	.....	.....
English and Music	49	5	12.0	10	200.0	7	140.0	15	300.0
English and Art	8	.....	.....	4	.....	4	.....	4	.....
English and Public Speaking	45	2	4.44	3	150.0	7	350.0	17	850.0
English and Librarian	7	.....	.....	.....	.....	.....	.....	.....	.....
English and Geography	13	7	53.8	2	28.57	1	14.28	4	57.1
English and Science	143	1	7.0	24	2,400.00	20	2,000.00	23	2,300.0
Mathematics	586	29	4.95	101	348.3	124	427.6	164	565.5
Mathematics and Latin	81	6	7.41	10	166.6	11	183.3	27	450.0
Mathematics and Social Studies	115	10	8.7	33	330.0	19	190.0	20	200.0
Mathematics and Physics	84	5	5.95	13	260.0	24	480.0	20	400.0
Mathematics and Chemistry	7	.....	.....	5	.....	12	.....	12	.....
Mathematics and Physical Education	57	2	3.51	3	150.0	6	300.0	3	150.0
Mathematics and Home Economics	17	1	5.88	.....	.....	3	300.0	8	800.0
Mathematics and Commercial	14	2	14.3	.....	.....	3	150.0	7	350.0
Mathematics and Industrial Arts	32	.....	.....	1	.....	1	.....	5	.....
Mathematics and Music	5	.....	.....	.....	.....	1	.....	2	.....
Mathematics and Science	107	.....	.....	29	.....	37	.....	40	.....
Mathematics and Geography	25	.....	.....	2	.....	2	.....	5	.....
Mathematics and Botany	5	.....	.....	.....	.....	.....	.....	2	.....
Mathematics and Biology	15	.....	.....	.....	.....	2	.....	2	.....
Mathematics and Health	18	.....	.....	.....	.....	.....	.....	.....	.....
Mathematics and Agriculture	13	.....	.....	.....	.....	.....	.....	.....	.....
Social Studies	596	24	4.03	95	395.8	78	325.0	80	333.3
Social Studies and Biology	26	1	3.99	.....	.....	7	700.0	4	400.0
Social Studies and Chemistry	3	1	33.3	11	1,100.0	4	400.0	2	200.0

TABLE LXXVII. RÉSUMÉ OF DATA ON SUPPLY AND DEMAND —Continued

Subject and Subject Combinations	Positions in State in which One- and Two-subject Combinations are Available	Vacancies Filled 1929-30	Per Cent Vacancies Filled Are of Positions in State	Seniors Available for Vacancies	Per Cent Available Seniors Are of Vacancies Filled	Juniors Preparing for These Positions	Per Cent Juniors Choices Are of Vacancies Filled	Sophomores Preparing for These Positions	Per Cent Sophomores Choices Are of Vacancies Filled
Social Studies and Physical Education	96	2	2.08	14	700.0	10	500.0	19	950.0
Social Studies and Commercial	16	4	25.0	20	500.0	7	175.0	11	275.0
Social Studies and Industrial Arts	18	1	5.6	3	300.0	4	400.0	3	300.0
Social Studies and Geography	35			9		7		2	
Social Studies and Agriculture	9								
Social Studies and Public Speaking	5			1				3	
Social Studies and Science	42	2	4.8	27	1,350.0	20	1,000.0	16	800.0
Social Science and Physics	14			2		2		3	
Social Studies and Health	6								
Social Studies and Home Economics	11	1	9.1	4	400.0	13	1,300.0	14	1,400.0
Social Studies and Music	6	1	16.7	1	100.0	1	100.0		
Latin	176	5	2.84	32	640.0	28	560.0	42	840.0
Latin and Social Studies	61	1	1.64	13	1,300.0	11	1,100.0	24	2,400.0
Latin and Home Economics	16	1	6.25	4	400.0	3	300.0	2	200.0
Latin and Commercial	15	1	6.7	4	400.0	1	100.0	1	100.0
Latin and Music	10	2	20.0	2	100.0	3	150.0	3	150.0
Latin and French	10			3		2		6	
Latin and Music	10			2		3		3	
French	53	4	7.55	14	350.0	16	400.0	24	600.0
French and Social Studies	5	1	20.0	8	800.0	9	900.0	8	800.0
French and Spanish	9			4		2		3	
German	7	1	14.3	6	600.0	9	900.0	7	700.0
Spanish	25								
Biology	42	1	2.38	4	400.0	2	200.0	2	200.0
Biology and Botany	2	6	300.0						
Biology and Agriculture	24								
Biology and Industrial Arts	15								
Biology and Science	9								
Biology and Physics	6								
Biology and Chemistry	6								
Biology and Health	7								
Biology and Home Economics	17							2	
Botany	22	2	9.09	1	50.0	1	50.0	1	50.0
Physics	35			2		5			
Physics and Industrial Arts	7			1		4			

Chemistry	29	1	3.45	6	600.0			6	600.0
Physiology			5		4			7	
Physiology and Health	9								
Physical Education	216	25	11.6	7	28.0	7	28.0	50	200.0
Physical Education and Health	18								
Physical Education and Home Economics	13	1	7.7	1	100.0	2	200.0	14	1,400.0
Physical Education and Commercial	20					3		16	
Physical Education and Industrial Arts	7	2	28.6	6	300.0	2	100.0	20	11,000.0
Home Economics	394	24	6.9	6	25.0	19	79.1	14	58.3
Home Economics and Music	25	2	8.0	2	100.0	8	400.0	4	200.0
Home Economics and Art	28	5	17.9			6	120.0	5	100.0
Home Economics and Commercial	7			4		5		5	
Commercial	406	39	9.61	2	51.3	3	7.7	7	17.95
Commercial and Music	6	2	33.3	2	100.0	1	50.0	5	250.0
Commercial and Miscellaneous	6								
Industrial Arts	411	24	5.86						
Geography	39					3		1	
Health	16	2	12.5						
Health and Home Economics	12								
Agriculture	87	4	4.59			2	50.0		
Agriculture and Industrial Arts	5					2			
Art	180	23	12.78						
Art and Commercial						2		5	
Art and Music	218	33	10.55	25	75.76	30	90.91	27	81.82
Art and Industrial Arts				10				2	
Music	352	39	11.08						
Library	36								
Public Speaking	19	1	5.26						
Deanships	9								

Table LXXVIII compares the number of licenses issued in the various subjects with the average number of teachers teaching the subject from 1925-30.

TABLE LXXVIII. COMPARISON OF THE NUMBER OF LICENSES ISSUED IN EACH SUBJECT TO THE AVERAGE NUMBER OF TEACHERS TEACHING THE SUBJECT THRU THE FIVE-YEAR PERIOD, 1925-30

Subjects	Average Number of Teachers During the 5-Year Period	Percentage of Teachers in each subject during 5-Year Period (Column A)	Percentage of Licenses issued in each subject for the year 1928-29 (Column B)	Ratio of Column B to Column A Equals Index of Supply and Demand
English	2,047	15.68	15.64	100.0
Mathematics	1,576	12.07	7.99	66.2
Latin	900	6.89	4.91	71.3
French	121	.92	3.73	405.5
German	24	.18	.33	183.3
Spanish	54	.41	.80	200.0
Social Studies	1,652	12.65	16.89	133.5
Biology	409	3.13	4.87	155.5
Botany	243	1.86	2.46	132.3
Zoölogy	16	.13	1.61	1,238.0
Physics	477	3.63	3.40	93.7
Chemistry	121	.92	3.31	360.0
Physiology	144	1.10	2.98	271.0
Geography	405	3.10	2.41	77.7
Agriculture	297	2.27	.50	22.0
Art	579	4.43	1.61	36.3
Commerce	562	4.30	5.34	124.2
Home Economics	929	7.11	5.60	78.7
Industrial Arts	658	5.04	2.08	41.2
Music	828	6.34	4.44	70.0
Physical Education	1,012	7.75	5.58	74.5

It is evident that an average of 2,047 teachers, or 15.68 per cent of all the teachers in the state, were teaching English annually from 1925 to 1930. At the same time 15.64 per cent of the teachers in training were preparing to teach English. This shows that the percentage in training is equal to the percentage in service. However, this does not mean that the supply just equals the demand. In this case, as was pointed out in former tables, the supply surpasses the demand, since the number of teachers in training far exceeds the number of positions available. The column at the right indicates the relative ratio of the percentage of licenses issued to the percentage of teachers in the state in a given subject.

Conclusions and Recommendations. An analysis of the various parts of this study leads to the following conclusions:

1. The data indicate an oversupply of teachers in practically every field and every subject combination in the public schools of Indiana and show that there are approximately twice as many teachers being prepared as there are vacancies in the state annually. Other data show that the oversupply is likely to continue in the secondary field, altho it is probable that the amount of the oversupply in the elementary field will be decreased.

2. In those few fields in which there is an undersupply of teachers, the data indicate that the number in training in most cases is much larger than formerly and that it is increasing very rapidly; hence, within a short time even those subject combinations will not be as attractive as at present.

3. The checking of the data secured from the colleges with those in the State Department of Public Instruction and the State Teachers' Retirement Fund office shows that the records maintained by the colleges are inadequate. This also is indicated by the fact that it required considerable time for many of the schools to obtain the required information and that most of the schools had to turn in certain cards for which the requested information could not be obtained. If this study is continued, it would seem worth while for the institutions to make slight changes in their records in order that they might know exactly where their students are and what they are doing. The Committee recommends that the schools agree upon some form that will make these data accurate, up to date, and immediately available. More recent replies from several of the colleges of the state indicate that they are very anxious that the study be continued and that they are eager to have the necessary material available.

4. It is the opinion of the Committee that the securing of these data is merely the beginning of more intensive studies with reference to the teaching situation. The data indicate that something ought to be done about the situation. The Committee, therefore, concurs in the following recommendations:

a. The study of supply and demand should be continued annually. It should be financed, printed, and distributed by the State Department of Public Instruction.

b. A study of requirements for admission to the various teacher-training curricula should be made.

c. A study should be made of guidance in teacher-training.

d. A study should be made of the conditions upon which the licensing of teachers should take place with special emphasis upon the necessary conditions for granting teaching permits.

e. In order to eliminate almost impossible combinations, the program situation in Indiana should be studied with a view better to standardize the subject combinations in small high schools, so that no high school teacher will be required to teach in more than two fields. This would offer the teacher in training an opportunity for specialization within a liberal education.

f. The psychology and education section of the State Teachers' Association should continue its research work thru an appropriate committee.